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THE FIRST OF TWO VOLUMES PREPARED FOR TEACHING THE COCHABAMBA DIALECT OF QUECHUA TO SPEAKERS OF ENGLISH, THIS DOCUMENT IS MADE UP OF 12 UNITS THAT COMPRISE A 6-WEEK INTENSIVE COURSE OF 20 CLASS HOURS A WEEK. EACH UNIT CONSISTS OF ONE OR MORE DIALOGS TO BE MEMORIZED, A DIALOG REVIEW, A SECTION ON GRAMMAR WITH ACCOMPANYING EXERCISES, CONVERSATION, AND "LISTENING-IN" (PRACTICE IN AUDITORY COMPREHENSION). BASED ON A CONTRASTIVE LINGUISTIC ANALYSIS OF ENGLISH AND COCHABAMBA QUECHUA, THE MATERIAL IS SUITABLE FOR BOTH LINGUISTS AND OTHER STUDENTS OF QUECHUA. THE EMPHASIS IS ON ACQUIRING AUDIOLINGUAL SKILLS AND THE DIALOGS HAVE BEEN TAPE RECORDED. (JD)

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" SPOKEN COCHABAMBA QUECHUA "

Units 1-12

Vol. I

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Cornell University

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" SPOKEN COCHABAMBA QUECHUA "

Units 1-12

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Quechua Language Materials Project

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PREFACE TO THE STUDENT

This text was prepared by the Quechua Language Materials Project of Cornell University under contract with the US Department of Health, Education, and Welfare, Office of Education Contract No. SAE-9513, authorized by Public Law 85-864, Title VI, Part A, Section 602.

Quechua, the language of the Inca civilization, is still spoken by millions of inhabitants of the highlands of Peru, Bolivia, and Ecuador. There are a number of regional dialects of Quechua, some of which are not mutually intelligible. These materials were designed to acquaint the student with the Quechua spoken in and around the city of Cochabamba, Bolivia. Speakers who live in the city and its immediate surroundings are often bilingual in Spanish, but for large numbers Quechua is still the primary means of communication in the home and in the community. Other Bolivian dialects of Quechua are reported to be mutually intelligible with, and not very different from, the Cochabamba dialect.

Quechua forms and utterances in these materials were supplied by twelve persons in all, Mr. Oscar Terán being the principal contributor. Mr. Teran's help is acknowledged with special gratitude. Thanks are due to the other informants, and to other persons without whose cooperation this work could not have been carried out. Dr. Julia Elena Fortún of the Bolivian Ministerio de Educación y Bellas Artes very graciously gave official recognition to our field work.

The materials in this volume comprise twelve units in which the phonology and approximately half of the basic aspects of Cochabamba grammar are covered. Each unit consists of one or more dialogues to be memorized, a dialogue review, a section on grammar with accompanying exercises, conversations, and listening-in exercises.

The present volume should suffice as a text for a six-week intensive spoken Quechua course involving twenty class hours per week. Dialogues have been tape recorded.

Soon to follow this text are another group of twelve units for advanced students, a formal grammar, a reader, and a dictionary. Similar materials are in preparation for the Quechua dialects of Cuzco and Ayacucho, Peru.

Donald F. Solá
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Cochabamba, Bolivia

UNIT ONE

Dialogue

A traveler asks for directions. A. Traveler. B. Person who gives directions.

A.	listen (used to call someone's attention)	yu
	sir, gentlemen	weraqoča
	how	imayna
	be	kay
	Listen sir, how are you?	yu weraqoča, imaynal̄á kanki?
B.	well	waleh
	sir, father	tata
	walk, travel	puriy
	stroll	puriy-kačay
	Just fine, sir. Are you walking around?	walehl̄a tatáy. puriy-kačari-kusqankiču?
A.	ask	tapuy
	want	munay
	one	uh
	I would like to ask you something.	tapuri-kúy munaykiman uhta.
	this	kay
	road	yan

	go	řiy
	Toco	toko
	Does this road go to Toco?	kay yanču řin tokoman?
B.	that over there	haqay
	No sir, it's that other one.	mana tatáy, haqay uhrah.
A.	where	may
	narrow	k'ul̄ku
	Where does this narrow road go?	maytatah řin kay k'ul̄ku yan?
B.	other, another	wah
	town	pweblo
	far	karu
	near	qayl̄a
	This road goes to another town.	kay yanqa wah pweblomantah řin.
A.	Is it still far to Toco or quite near?	karurahču tokoman, qayl̄al̄añaču?
B.	Yes, it's still far.	arí, karurah.
.	league	legwa
	way, manner	hina
	It's about a league.	uh legwa hinarah.

A.	quick	usqay
	In that case I'll go quickly.	hina kahtenqa usqayl̆ata risah.
	now	kunan
	arrive	čayay
	I want to arrive in a short while.	kunitan čayáy munani.
B.	to get late	tardeyay
	Do go quickly. It is getting late.	usqayl̆ata řerqoy, tardeyasasunki.
A.	much very	anča
	thank	agradesey
	Thank you very much.	anča agradeseyki.
B.	day	dia
	until	kama
	be	kay
	Until another day.	uh dia kama kačun.
A.	Well, until another day.	uh dia kama kačun ari.

Dialogue Review

A. yu weraqoča, imaynal̄á kanki?

B. walehl̄a tatáy. puriy-kačari-kusqankiču?

A. tapuri-kúy munaykiman uhta.
kay yanču řin tokoman?

B. mana tatáy, haqay uhrah.

A. maytatah řin kay k'ul̄ku yan?

B. qay yanqa wah pweblomantah řin.

A. karurahču tokoman, qayl̄al̄añaču?

B. arí, karurah.
uh legwa hinarah.

A. hina kahtenqa usqayl̄ata risah.
kunitan čayáy munani.

B. usqayl̄ata řerqoy, tardeyasasunki.

A. anča agradeseyki.

B. uh dia kama kačun.

A. uh dia kama kačun ari.

Phonology

Many Quechua sounds differ from English sounds. The following remarks may help you, but you should imitate your native speaker instructor until he is satisfied with your pronunciation. If no native speaker is available, listen to the tapes carefully and try to mimic everything you hear.

Vowels. There are five vowels in Cochabamba Quechua. They do not sound exactly like Spanish vowels, but the Quechua vowel system as it is now resembles Spanish more closely than it does English. If you speak Spanish, the vowels of Quechua won't give you much trouble. Notice that *i* and *u* often resemble English *i* or *u* in bit and book, while these vowels are always tenser and higher in Spanish.

Consonants

p	t	č	k	q
p"	t"	č"	k"	q"
p'	t'	č'	k'	q'
b	d		g	
f	s	š		h
m	n	ñ		
	r			
	ř			
	l	l̃		
w		y		

Vowels

i		u
e		o
	a	

p, *t*, *č* and *k* are familiar sounds even though they have a different distribution in English. *q* does not exist in English. We will take these sounds up one by one.

p is like English *p* in spin. Notice that in English the phoneme *p* has two variants: *p* as in *pin* and *p* as in *spin*. The first one is *aspirated*; if you say *pin* while you hold small piece of paper with one hand in front of you, the paper will move; if you try the same experiment with the word *spin* the paper will not move. This demonstrates the difference between an *aspirated* sound and an *unaspirated* one. Quechua *p*, like Spanish and French *p* is unaspirated, there is no accompanying puff of air.

t resembles English *t* in the word *stain*: it is also unaspirated; English *t* is *alveolar*: the tip of the tongue touches the alveolar ridge, while Quechua *t* is *dental*: the tip of the tongue touches the upper front teeth.

č is similar to English *č* in *church*, but it is also unaspirated.

k is like English *k* in skin. It is also unaspirated. When we describe *k* we say that it is a *voiceless* *velar* *stop*. Notice how the sound is articulated: the back part of the tongue against the velum (soft palate).

q may be a voiceless back velar stop. In other words, the only difference between *k* and *q* is that *q* is articulated further back in the mouth. Many speakers, however, do not have this speech sound, but a voiced back velar fricative. The point of articulation is the same, but the tongue does not quite close against the back part of the velum and there is friction (and voice at the same time). This sound resembles intervocalic *g* in Spanish, but it is articulated further back in the mouth.

The next series of consonants is an aspirated series which we write with *"* after each letter. They are: *p"*, *t"*, *č"*, *k"*, *q"*. A puff of breath is heard with the articulation of each sound. English initial *p*, *t*, *č*, *k* are aspirated, but Quechua aspiration is accoustically different. Try to imitate the native speaker. Give particular attention to the sound *q"* which we don't have in English.

The next series is a glottalized series which we write with *'* after each letter: *p'*, *t'*, *č'*, *k'*, *q'*. Speakers of English have glottal catches, but they are not aware of them because they make no difference in meaning. The closure heard before the vowel in *Ouch!* is a glottal catch. Try to make this sound after *p*, *t*, etc. Imitate the native speaker.

b, *d*, *g* are borrowed from Spanish and are pronounced as they are in Spanish.

f is not labio-dental as in English and Spanish, but labial. This is not a very frequent phoneme.

s will give you no trouble.

š is not very frequent, and will give you no trouble. It is similar to English *sh* in *shine*, *shame*, *Chicago*.

h is articulated more forcefully in Quechua than it is in English. It has two variants. It is articulated with the back part of the tongue against the velum whenever it is not final in the word. The articulation is against the back part of the velum in final position. This is automatic for speakers of Quechua.

m will give you no trouble.

n is similar to the final scund of English *king*, *ring*, *sing* when syllable final in Quechua; otherwise it is like English *n*.

ñ is like Spanish *ñ*.

r is a one flap *r* like Spanish *r* in *pero*, *caro*. Or like the British pronunciation of *r* in *very* and not like as American retroflex *r*.

ř is a trilled *r*, similar to the Spanish one in *perro*, *carro*.

l will give you no trouble.

l̄ is like Castillian *ll* in *calle* or like Italian *gl* in *glielo*. There is no *l̄* sound in English.

w is similar to English *w* in *water*, *woman*.

y is similar to English *y* in *yellow*, *yam*.

Some sounds are replaced by others in certain environments.

n is replaced by *m* before *p*: *saran* his corn *sarampis* 'his corn also'.

i and *u* are replaced by *e* and *o* respectively before *q*, *nq* and rq:

wasipi 'at home' : *wasipeqa* 'at home' (with topic marker)
nin 'he says' : *nenqa* 'he will say'
nin 'he says' : *nerqa* 'he said'
ninku 'they say' : *ninkoqa* 'they say' (with topic marker)
hamun 'he comes' : *hamonqa* 'he will come'

hamun 'he comes' : hamorqa 'he came'

i is generally replaced by e, and u is generally replaced by o, before h:

řin 'he goes' : řeh 'one who goes'
pi 'who' : pehpa 'of whom'
warmi 'woman' : warmehpa, warmihpa 'of the woman'
tapun 'he asks' : tapoh 'one who asks'
watukun 'he visits': watukuh, watukoh 'one who visits'

i is replaced by e after q, q" and q':

pisqo 'bird"	-itu	(diminutive suffix)	pisqetu 'little bird'
aq"a 'chicha'	-ita	(diminutive suffix)	aq"eta 'little chicha'
larq'a 'ditch'	-ita	(diminutive suffix)	larq'eta 'little ditch'

i and u are replaced by y and w across word boundaries before of after a vowel:

wakičipunku 'they have something prepared', arí: wakičipunkwari 'well, they have something prepared'. i 'and', ačayraykutah 'because of that': yačaraykutah 'and because of that'.

Pronunciation Drills

p		p"		p'	
pampa	plain	p"away	fly	p'aca	clothing
pičay	clean	p"iña	wild	p'intuy	wrap
pisi	little	p"isqa	five	p'itiy	burst
puka	red	p"ukuy	blow	p'iñu	a vessel
punku	door	p"uyu	cloud	p'unčay	day

t		t"		t'	
tanta	next	t"anta	tatter	t'anta	bread
tata	father	t"añiy	calm	t'aku	entangled
tapuy	ask	t"amiy	dig	t'akay	spill
tuta	night	t"uta	moth	t'una	small
toco	Toco	t"oqay	saliva	t'ohyay	burst

č		č"		č'	
čaka	bridge	č"aka	kind of ant	č'aki	dry
čiri	cold	č"ilči	drizzle	č'iči	dirty
činkay	lose	č"ičiy	whisper	č'isi	evening
čunka	ten	č"uya	dew	č'uspi	fly
čuhču	malaria	č"uluy	peck	č'ul̄a	odd

k		k"		k'	
kil̄a	moon	k"ituy	rub	k'iski	narrow
kikin	same	k"ipičikuy	tremble	k'il̄pay	brand
kičay	open	k"iwila	kind of snake	k'iwiča	liver
kinsa	three	k"iska	thorn	k'ita	wild
kiru	tooth	k"ipu	kipu	k'ičiy	pinch

q		q"		q'	
qayna	yesterday	q"apah	rich	q'aču	grass
qara	skin	q"atu	stand	q'aya	tomorrow
qan	you	q"ari	male	q'ala	naked
qaywiy	stir	q"away	look	q'aytu	wool thread
qaray	serve food	q"apariy	shout	q'ahay	lash

k		q	
kačariy	loosen	qayna	yesterday
karu	far	qara	skin
kamačiy	send	qan	you
kači	salt	qaywiy	stir
kal̃pa	strength	qaray	serve food
kama	until	qal̃ariy	begin
kosa	good	qosa	husband
koka	coca	qolqe	money

k		k"	
kurah	older	k"uskay	thicken
kul̂i	purple	k"uska	together
kutiy	return	k"učuy	cut
kunka	neck	mik"uy	eat
kunan	now	k"uči	pig

k		k'	
kil̃a	moon	k'isa	dry fruit
kičay	open	k'ita	wild
kikin	same	k'iruy	child's sash
kinsa	three	k'ičiy	pinch
kiru	tooth	l̃ink'i	kind of clay

q"		k"	
q"ari	male	k"arkay	to be afraid

q"atay	cover	k"askiy	gnaw
q"apah	rich	k"apay	take a step
aq"a	chicha	k"aču	a bite
laq"a	dark	k"aniy	bite
k'		q'	
k'ančay	light	q'aya	tomorrow
k'ača	pretty	q'ara	naked
k'al̄ku	sour	q'al̄uy	slice
k'antiy	twist	q'ayma	tastless
k'apa	cartilage	q'aču	grass
r		ř	
q"ari	male	řiy	go
karu	far	řuntu	egg
p"uru	feather	buřu	donkey
sara	corn	řantiy	buy
pitariy	please smoke	řikuy	see
n		ñ	
nanay	hurt	ñawi	eye
wanay	correct severely	wañuy	die
mana	no	mañay	lend
saruna	let's step	uña	young (of an animal)

l		l̄	
loqotu	kind of hot pepper	l̄ok'e	left
lawa	a soup	l̄ahwa	a sauce
lurun	kidney	l̄ul̄u	tender
laq"a	dark	l̄ank'ay	work

l̄		y	
l̄akiy	sadness	yaku	water
l̄ant'a	wood	yan	road
l̄asa	heavy	yana	black
al̄ay	dig	aya	corpse
l̄ul̄a	lie	uya	face

Grammar

First and second persons suffixes with verbs.

The relational suffixes _-man_ and _-ta_.

Illustrations

kunitan čayáy munani.	________________
pwebloman čayani.	I arrive in town.
weraqočata tapuni.	I ask the gentleman.
tokoman řini.	I go to Toco.
imaynal̄á kanki?	How are you?
imatá munanki?	What do you want?

imatá tapunki? What do you ask?

Drill

Answer using the suggestions in parenthesis as in the example.

Example:

Inst. imatá munanki?

(taratataman puríy)

Estud. taratataman puríy munani.

imatá munanki?

(kunan čayay)

(pwebloman čayay)

(tokoman řiy)

maymantah purinki?

(pweblo)

(tarata)

(sakaba)

(kalakala)

imatá munanki?

(čayay)

(tapuy)

(uh)

(haqay)

maymantah řinki?

(toko)

(pweblo)

(yan)

maytatah řinki?

(tarata)

(sakaba)

(karu)

(qayl̄a)

Grammar points

Quechua verbs add personal suffixes for the first and second person. In English we use the appropriate pronoun and the simple form of the verb. Compare:

I arrive	*čaya-ni*
you arrive	*čaya-nki*
I ask	*tapu-ni*
you ask	*tapu-nki*

The infinitive in Quechua always adds the suffix *-y*. Example: *čayay* 'arrive'; *tapuy* 'ask'. This is the form you have found in the dialog "build-ups" and the form you will find in dictionaries and vocabulary lists. A form like *čaya-* to which verbal suffixes are added is the *stem*.

Infinitives show behavior similar to that of substantives and add *relational suffixes* (see below). Example:

uh-ta muna-ni	'I want one'
misk'i-ta munani	'I want candy'

It is also possible to say: *misk'í munani* 'I want candy'. In other words, the stress falls on the last syllable of the word. When the substantive is sentence final, however, only *-ta* occurs: *munani misk'ita*.

-ta has other functions. It is used in sentences like *sakaba-ta* *řini* 'I go to Sacaba'. *sakaba-man* *řini* 'I go to Sacaba' has a similar meaning.

The suffix *-man* is usually translated 'to' as in:

toko-man *řini*	'I go to Toco'

Note also the following example:

wawa-man misk'ita qoni 'I give candy to the child'
to child candy (acc.) I give

Listening In

A. kay yanta řini tatáy. tokoman čayáy munani

B. mana kay yan tokoman řinču.

A. maytatah řin kay yan?

B. kay yan tarataman řin.

A. kay k'ul̄ku yanri tokoman čayanču?

B. arí čayan.

A. řini entós.

B. arí tardeyasasunki.

A. uh diya kama kačun.

B. uh diya kama, weraqoča.

Conversations

I.

A. How are you sir?

B. Just fine sir.

A. Does this road go to Tarata?

B. Yes sir.

A. Is it near o far?

B. It is quite near sir.

A. Thank you.

II.

A. Does this narrow road go to Toco?

B. No sir.

A. Where does it go?

B. The narrow road goes to another town.

UNIT TWO

Dialogue

An anthropologist tries to establish rapport with a school boy. A. Antropologist. B. José, a school boy.

A.	Where are you going?	maytá řišanki?
B.	school	eskwela
	To school sir.	eskwelaman tatáy.
A.	sweet	misk'i
	give	qoy
	give (polite, affectionate)	qoriy
	I'll give you a candy.	misk'isitú qorisqayki.
B.	Give me some then.	qoriway a!
A.	name	suti
	What's your name?	imá sutiykiri?
B.	José.	hosé.
A.	much	ašk"a
	child	wawa
	sit, live, be	tiyan

	Are there many children in your school?	ašk"a wawasču tiyan eskwelaykipi?
B.	Not so many.	mana ančatahču.
A.	good	bwenu
	teacher	profesór
	Is your teacher very good?	bwenitul̄aču profesorniyki?
B.	bad	malu
	No, he is bad.	mana, uh malu.
A.	marble, small ball	bolita
	play	puhl̄ay
	know	yačay
	Do you know how to play marbles?	bolitaswan puhl̄áy yačankiču?
B.	quantity	č"ika
	Just a little, sir.	uh č"ikal̄ata tatáy.
	how much, how many	mašk"a
	How many marbles do you have?	mašk"a bolitasniykí tiyan?
B.	three	kinsa
	Just these three little ones, sir.	kay kinsital̄a, tatáy.

A.	come	hamuy
	lodging	alohamyento
	that	čay
	more	astawan
	Come to my lodging, there I will give you more.	hamunki alohamyentoyman čaypi astawan qosqayki.
B.	Where is your lodging?	maypitah alohamyentoykiri?
A.	tower	toře
	near, close	čimpa
	house	wasi
	In the house next to the tower.	toře čimpa wasipi.
B.	go out	Ĭohsiy
	As soon as I get out of school I'll come.	eskwelamán Ĭohsimuspa hamusah.

Dialogue Review

A. maytá řišanki?

B. eskwelaman tatáy.

A. misk'isitú qorisqayki.

B. qoriway a!

A. imá sutiykiri?

B. hosé

A. ašk"a wawasču tiyan eskwelaykipi?

B. mana ančatahču.

A. bwenital̄aču profesorniyki?

B. mana, uh malu.

A. bolitaswan puhl̄áy yačankiču?

B. uh č"ikal̄ata tatáy.

A. mašk"a bolitasniykí tiyan?

B. kay kiṇsital̄a, tatáy.

A. hamunki alohamyentoyman čaypi astawan qosqayki.

B. maypitah alohamyentoykiri?

A. toře čimpa wasipi.

B. eskwelamán l̄ohsimuspa hamusah.

Grammar

1. Interrogative Suffix -ču

Illustrations

kay yanču řin tokoman? ____________________

karurahču tokoman? ____________________

bwenitul̄ aču profesorniyki? ____________________

bolitaswan puhl̄áy yačankiču? ____________________

Drill

Make questions out of the following statements as in the example.

Example: Inst. bolitaswan puhl̄áy yačanki

Stud. bolitaswan puhl̄áy yačankiču?

kay yan puebloman řin.

eskwelaman řisan.

wawa bolitaswan puhl̄an.

hosé misk'ita munan.

eskwelaman purin.

Drill

Answer affirmatively the questions which you made in the drill above.

Grammar points

Independent suffixes are those which can be added to substantives, verbs, or particles.

-ču is an independent suffix which is used in asking questions. It occurs in the word which is the topi of the question:

kunitan-ču	*čayáy*	*munanki*	'Do you want to arrive *right now*?'
Right now	arrive	you want	

kunitan *čayáy* *munanki-ču*? 'Do you want to arrive right now?'

The difference in the meaning of the two Quechua sentences is made by intonation in English.

2. Negation with mana and the independent suffix *-ču*.

Illustrations

mana ančatahču	Not so many, not so much.
mana ančaču.	Not so much.
mana yačaniču.	I don't know.
mana munaniču.	I don't want to, I don't want any.
k'ul̄ku yan mana tokomanču řin.	The narrow road doesn't go to Toco.

Drill

Make negative sentences out of the following statements:

Example: Inst. munani.

Stud. mana munaniču.

puhl̄áy yačani.

kay yan sakabaman řin.

usqayta purin.

haqay yan wah pwebloman řin.

kunitan čayáy munani.

hosé eskwelaman řin.

weraqoča alohamyentoman purin.

eskwelaman hamuni.

hosé usqayta řin.

wawa bolitasta munan.

Drill

Answer negatively:

walehču kasqanki?

misk'í tiyanču?

profesor bwenoču?

yanmanču l̆ohsinki?

pweblomanču rinki?

kunanču čayanki?

ančataču agradesenki?

Grammar points

The suffix -ču usually occurs in negative sentences. Remember that the occurrence of -ču alone signals a question. Negative sentences contain a negative word such as mana 'no'.

Compare:

puhl̆áy yačanki.	You know how to play.
puhl̆áy yačankiču?	Do you know how to play?
mana puhl̆áy yačankiču.	You don't know how to play.

3. Third person singular with verbs.

Illustrations

kay yanqa wah pweblomantah řin.	
eskwelaman řin.	He goes to school.

Give the third person as in the example.

Example: Inst. eskwelaman řini.

Stud. eskwelaman řin.

Drill

pwebloman řini

eskwelaman řišani.

bolitaswan puhl̄ani.

misk'ita munani.

eskwelaman purini.

4. Third person plural with verbs.

Illustrations

ašk"a wawa řinku eskwelaman.	Many children go to school.
wawas bolitastawan puhl̄áy yačanku.	The children know how to play marbles.
profesores yačanku.	Teachers know.
wasis tiyanku.	There are houses.

Drill

Give the plural as in the example.

Example: Inst. profesór yačan.

Stud. profesores yačanku.

wawa purin.

eskwela tiyan.

profesór tapun.

weraqoča munan.

tata qon.

Grammar points

Third person singular is expressed by the suffix *-n*: *ři-n* 'he (she, it) goes'.

Third person plural is expressed by the form *-nku*: *ři-nku* 'they go'.

A summary of the verb forms which you have learned thus far is: *čayay* 'arrive', infinitive.

Singular:	
čaya-ni	I arrive
čaya-nki	you arrive
čaya-n	he (she, it) arrives
Plural:	
čaya-nku	they arrive

These forms are indifferent as to time. They are used to refer to present, past, and future time.

Listening in

A. yu hosé, maytá řinki.

B. eskwelaman řisani don řoberto.

A. hamuy, tapusqayki uhta.

B. imatá yačáy munanki?

A. maypitah eskwelayki?

B. kay qayl̃al̃api.

A. misk'i bolasta munankiču?

B. uh č"ikata qoway.

A. ima sutiyohtah profesorayki?

B. mana yačaniču.

A. aška wawasču řinku eskwelaman?

B. uh č"ikal̃a.

A. usqay řil̃ayña tardeyasasunki.

B. arí, uh řatu kama.

Conversations

I.

A. Are you going to school?

B. Yes sir, to school.

A. Do you want some candy?

B. I do, sir, thank you.

II.

A. How many children go to school?

B. Quite a few boys go to school.

A. Do they know how to play marbles?

B. Yes, they know.

III.

A. When you get out of school you will come to my lodging.
B. Where is your lodging?
A. Over there.
B. Fine. So long sir.

Cochabamba, Bolivia

UNIT THREE

Dialogue

Conversation between father and son. The son is about to go to the market place in town. A. Father. B. Son.

A.	move, rise, get up	hatariy
	Listen Ramon, get up now!	yu, řamuku hataril̄ayña!
B.	Alright father.	čay tatáy.
A.	jug	yuru
	water	yaku
	hot	q'oñi
	breakfast	yaku q'oñi
	drink	uhyay
	drink it	uhyay-kuy
	Quick, your breakfast is in the jug, drink it now!	usqayta. čay yuritupi yaku q'oñiyki kasqan uhyay-kul̄ayña!
B.	donkey	buřu
	With how many donkeys shall I go?	mašk"a buřuswan řisah?
A.	take	apay
	bring	apamuy
	With all three; you have to bring back a lot.	kinsantil̄inwanña, ašk"a apamunayki kasqan.

B.	load	kargay
	Shall we load them now?	kargay-kamul̆asunñaču?
A.	good	sumah
	look, watch	q"away
	take care of oneself	q"awa-kuy
	careful	pahtán
	what	ima
	rob	suway
	let rob	suwačiy
	let onself be robbed	suwači-kuy
	You will take good care of yourself son, and don't let anyone rob you.	sumáh q"awa-kunki waway, pahtán imaykitapis suwači-kuwahtah.
B.	Alright father.	čay tatáy.
A.	coca	koka
	pick, choose	čihl̆ay
	pisco	pisku
	Pick good coca and good pisco.	sumah koká čihl̆a-kunki, sumah piskutatah.
B.	that which is good	sumahnin
	begin choosing	čihl̆ariy
	begin choosing for oneself	čihl̆ari-kuy
	Yes father I will choose the best.	arí tatáy. sumahnín čihl̆ari-kusah.

A.	Alright, go now.	čay řiľayña.
B.	return, go back	kutiy
	come back	kutimuy
	Alright father I will go and come back quickly.	čay tatáy. usqayľapi kuterqampoh řisah.

Dialogue Review

A. yu, řamuku hataril̄ayña!

B. čay tatáy.

A. usqayta. čay yuritupi yaku q'oñiyki kasqan, uhyay-kul̄ayña!

B. mašk"a buřuswan řisah?

A. kinsantil̄inwanña, ašk"a apamunayki kasqan.

B. kargay-kamul̄asuñaču?

A. sumáh q"awa-kunki waway, pahtán imaykitapis suwači-kuwahtah.

B. čay tatáy.

A. sumah koká čihl̄a-kunki, sumah piskutatah.

B. arí tatáy. sumahnín čihl̄ari-kusah.

A. čay řil̄ayña.

B. čay tatáy. usqayl̄api kuterqampoh řisah.

Grammar

1. First, second, and third person singular, future time.

Illustrations

noqa usqayl̄ata řisah.	I'll go quickly.
eskwelamán l̄ohsimuspa hamusah.	________________
mašk"a buřuswán řisah.	________________
hamunki alohamyentoyman.	You'll come to my lodging.
sumah q"awakunki wawáy.	________________
qan kutinki.	You'll come back.
weraqoča hamonqa tardenehman.	The gentleman will come toward the afternoon.

Drill

The following statements may refer to the present.

Make the necessary changes in order to refer to the future.

Example: Inst. usqayl̄ata řini.

Stud. usqayl̄ata řisah.

noqa tapuni.

qan munanki.

noqa čayani.

kay yan eskwelaman řin.

qan puhl̄anki.

noqa yačani.

tatan usqayta hamun.

Grammar points

When a speaker wishes to be specific about future time he uses the following forms for first and third person singular:

čaya-sah 'I will arrive'

čaya-nqa 'he (she, it) will arrive'

There is no special form to express second person future time. Thus *čayanki* means 'you arrive' or 'you will arrive'.

2. Imperative singular.

Illustrations

çoriway.	Give me please.
řil̄ayña.	______________
hataril̄ayña.	______________
uhyay-kuyl̄ayña.	______________
ama suwayču.	Don't steal.

Drill

Answer with an imperative as in the example.

Example: Inst. řisahču.

Stud. řiy.

tapusahču?

puhl̄asahču?

l̄ohsisahču?

q"awamusahču?

pwebloman kutisahču?

Drill

Answer with a negative imperative as in the example.

Example: Inst. řisahču.

Stud. ama řiyču.

tapusahču?

puhĬasahču?

Ĭohsisahču?

q"awamusahču?

pwebloman kutisahču?

Grammar points

The imperative suffix -y is used to express a direct command or request:

qo-y	give!
ři-y	Go!

The particle ama 'not' is used in negative commands:

ama qoyču	Don't give!
ama řiyču	Don't go!

3. First and second person with substantives.

Illustrations

imá sutiykiri?	____________________
ask"a wawasču tiyan eskwelaykipi?	____________________
sumáh q"awakunki wawáy.	____________________
uh řuna buřusniykiwan řisan.	A man goes with your donkeys.

Drill

Give the first person as in the example.

Example: Inst. yan. Inst. tata.
Stud. yanniy Stud. tatay.

pweblo
eskwela
suti
profesór
bolitas
wasi
alohamyento
yuru
buřu
koka

Drill

Give the second person as in the example.

Example: Inst. yan. Inst. tata.
Stud. yanniyki. Stud. tatayki.

pweblo
eskwela
suti
profesór
bolitas
wasi
alohamyento
yuru
buřu
koka

Drill

Answer the following questions affirmatively.

tiyanču buřuyki?
wawayki purinču?
wasiykimanču řisanki?
wasisniykitaču q"awan?
piskuyki sumahču kasqan?
čimpaykitaču purin?

Grammar points

In English we use separate words to express possession: *my* *house*, *your school*. Quechua substantives add personal suffixes:

wasi	house	*eskwela*	school
wasi-y	my house	*eskwela-y*	my school
wasi-yki	your house	*eskwela-yki*	your school

If a substantive ends in a consonant the personal suffixes cannot be added directly: The form *-ni* has to occur:

wasi	house
wasi-y	my house
yan	road
yan-ni-y	my road
bolitas	marbles
bolitas-ni-y	my marbles'

Listening in

řamuku usqaypi hatarin. yaku q'oñinta uhyan. kinsa buřus kargan. čay buřuswan pwebloman purin. pweblopi sumah koka tiyan, sumah piskuwan. čaykunata čihl̄ah řin. usqaypi řin usqaypi kutimun.

Conversations

I.

A. Does Ramon get up quickly?

B. Yes he gets up quickly.

A. Where is he walking to with the donkeys?

B. He is waking to town with the donkeys.

II.

A. How many donkeys is he taking?

B. He is taking just three.

A. Does he walk fast?

B. Yes, he walks fast.

III.

A. Is there hot water?

B. No, there isn't.

A. What is there then?

B. Coca and pisco.

Cochabamba, Bolivia

UNIT FOUR

Dialogue

Scene in a small store next to the market place. Conversation between a woman and Gerardo, the shopkeeper.

G.	term used to address both customer and salesman	kaseru
	all, everything	tukuy
	cheap	baratu
	Come customers, come, there is everything here, very cheap.	hamuyčah, kaseritus hamuriyčah. tukuy ima kaypi tiyan sumah, baratul̄api.
W.	Good morning Tata Gerardo. Give me some salt please.	bwenos dias tata gerardu. kačiykita qoriway.
G.	enter, go in	yaykuy
	enter, come in	yaykumuy
	Come in then. How much you want?	yaykumul̄ay, maškʺatá munanki?
W.	six	sohta
	pound	libra
	Only six pounds.	sohta libral̄ata.
G.	egg	řuntu
	barter, trade	trweykay

	Didn't you bring eggs so that we can trade them for coca?	maná řuntusta apamorqanki, kokawan trweykay-kusunman?
W.	hen	wal̄pa
	lazy	q"el̄a
	be lazy	q"el̄ayay
	No. These days my hen is being lazy.	mana. kay dias wal̄pay q"el̄ayasqan.
G.	trust someone with something, lend.	manuy
	If you wish, I'll trust with some coca so that you will bring me eggs.	munanki čayqa koká manuykiman řuntús apamunawaykipah.
W.	thus, way	hina
	Alright, trust me.	hina manuy-kuway.
B.	What else do you want?	imatawán munanki?
W.	carry	q'epiy
	Only that. I already have a lot to carry.	čayl̄ata. ašk"aña q'epinay.
G	increase, give something extra to a customer	yapay
	Here, I'll give this extra to you so you will always come back.	kayqa kaytawan yapasqayki hamu-kunal̄aykipahpuni.

Dialogue Review

G. hamuyčah, kaseritus hamuriyčah. tukuy ima kaypi tiyan sumah, baratul̄api.

W. bwenos dias tata herardu. kačiykita qoriway.

G. yaykumul̄ay, mašk"atá munanki?

W. sohta libral̄ata.

G. maná řuntusta apamorqanki, kokawan trweykay-kusunman?

W. mana. kay dias wal̄pay q"el̄ayasqan.

G. munanki čayqa koka manuykiman řuntús apamunawaykipah.

W. hina manuy-kuway.

G. imatawán munanki?

W. čayl̄ata. ašk"aña q'epinay.

G. kayqa kaytawan yapasqayki, hamu-kunal̄aykipahpuni.

Grammar

1. Imperative plural.

Illustrations

yaykuyčah	Go in (pl.)
yapayčah	Give more (pl.)

Drill

Give the plural as in the example.

Example: Inst. yaykuy.
Stud. yaykuyčah.

q'epiy
apay
karqay
q"away
suway
řiy

Drill

Give the negative plural imperative as in the example.

Example: Inst. yaykuy.
Stud. ama yaykuyčahču.

q'epiy
apay
kargay
q"away
suway
řiy

Grammar points

The imperative plural consists of the verb stem plus the imperative suffix *-y* plus the suffix *-čah*:

ři-y	Go. (addressing one person)
ři-y-čah	Go. (addressing more than one person)

2. Substantive plural suffix.

Illustrations

uh řuna čayamun.	A man arrives here.
ašk"a řunas čayamunku.	Many men arrive here.
warmi q'epin.	The woman carries something on her back.
warmikuna q'epinku.	The women carry something on their backs.
wasiyoh čayamun.	The landlord arrives.
wasiyohkuna čayamunku.	The landlords arrive.

Drill

Give the plural as in the example, and make the necessary changes.

Example: Inst. misk'i bolitá munani.

Stud. misk'i bolitás munani.

kay yanta řipuni

wasiyoh čayamun.

yurupi yaku tiyan.

wal̄pay q"el̄ayasqan.

wawal̄anta munan.

Grammar points

The most frequently used forms of the plural suffix (added to substantives) are -kuna and -s. Usually -s is added to vowel

-final substantives and *-kuna* to consonant -final substantives:

wasi	house	*wasi-s*	houses
yan	road	*yan-kuna*	roads

-kuna, however, can occur with vowel-final substantives:

řuna-kuna men

3. Numerals.

Illustrations

uh	one	qančis	seven
iskay	two	pusah	eight
kinsa	three	hisq'on	nine
tawa	four	čunka	ten
p"išqa	five	uh libru	one book
sohta	six	sohta wasis	six houses

Drill

Translate the English items in parentheses in order to complete the sentences below.

(a book) ______________________________ munani.

(with two men) ______________________ purini.

(3 hens) ______________________________ apani.

(ten jugs) ____________________________ kaypi tiyan.

(five children) ______________________ tiyan eskwelaykipi.

(four roads) __________________________ tokoman řinku.

(my two children) ____________________ kunan hamunku.

(our nine hens) čay __________________ qosqayki.

(your seven candy balls) _____________ kaypi tiyan.

(my three houses) ____________________ kaypi tiyan.

4. Demonstratives.

Illustrations

kay yanqa wah pweblomantah řin.	______________________________
čay yuritupi yaku qoñiyki kasqan.	______________________________
haqay iglesyaman warmiyki řin.	Your wife goes to that church over there.

Drill

Translate the items in parenthesis in order to complete the sentences below.

(this house)__________________qayl̄api kasqan.

(that tower)__________________karupi kasqan.

(in that church over there) řamuku_______________kasqan.

(that egg)____________________munani.

(that coca)___________________čihl̄an.

(this lazy man)_______________kokata munan.

(that man over there)_________tokoman řin.

Grammar points

Demonstratives. These are:

kay	this
čay	that
haqay	that over there

Note that English divides space into two relative fields: this, near to the speaker; that, away from the speaker. Quechua divides space into three relative fields: kay, relatively near the speaker; čay, relatively distant from speaker, perhaps near addressee; haqay, relatively distant from speaker, maybe distant from both speaker and addressee.

Listening in

pweblopi tiyan uh kasero. tukuy imata sumah baratul̄api qon. trweykayta yačal̄antah. wal̄pa řuntusta kaseros apanku. kokawan, kačiwan trweykanku. řamuku trweykata munan, pero wal̄pan q"el̄ayasqan. mana řuntús qonču.

Conversations

I.

A. I bring eggs. I want to trade.

B. For what?

A. For coca and salt.

B. Trade with me.

II.

A. Do you sell salt cheap?

B. Yes, I'll give it to you cheap.

A. You are very good "kaseritu".

B. You are good too. I'll give you some extra salt.

III.

A. Give me six eggs.

B. What else do you want?

A. Give me the eggs only.

B. Alright. I'll give this extra to you.

Cochabamba, Bolivia

UNIT FIVE

Dialogue

Jusela asks Facundo if he is really going to get married. Two women talk about the wedding.

J.	true	syertu
	marry	kasaray
	Facundo, is it true you're getting married?	facundu. syertoču kasaranayki?
F.	tomorrow	q'aya
	ten o'clock	las dyes
	I am indeed getting married tomorrow at ten.	kasarasahpuni ari, q'aya las dyesta.
J.	church	iglisya
	In the church also?	iglisyamantawanču?
F.	civil	sibíl
	No, only a civil ceremony as yet.	mana. sibill̃amantarah.
J.	unripe	mišk"a
	young man	wayna
	appear	řik"uriy
	show up (all of a sudden)	řik"urirpariy

	Well, such a young fellow getting married, soon you probably will show up with lots of children.	kay hina misk"a waynal̄arah kasaray-kuspaqa, č"ika wawasniyohčá usqayl̄api rik"urirparinkičah ari.
F.	of course	karu
	you	qan
	Why of course. Do I have to be as lazy as you?	klaru pwés. qan hina q"el̄aču kanay karqa?
	each	sapa
	year	wata
	make, do	řuway
	Every year I'll father a child.	sapa watapi uh wawá ruwasah.
J.	woman	warmi
	Well, I hope so. And don't let them all be girls.	uhala a? amatah warmil̄a kačunkučú.
F.	man	q"ari
	Either girls or boys, I'll just have children.	warmispis, q"arispis, wawasniyohl̄a kasáh.
J.	hour	ora
	Well fine, if that's the way you feel about it. Oh, I'm leaving, congratulations on your marriage.	arí čaypis hinaqa, hina ari. baya, čay ripuni, sumah orapi kačun kasara-kusqayki.
F.	Ok José, thank you.	čay, husela, agradese-kuyki.

W1.	live	kawsay
	one who is getting married	kasara-koh
	Those who are getting married will be living at their parent's, won't they?	kay kasara-kohkunaqa, tatal̄ankuhpapičá kawsanqanku í?
	say	niy
W2.	No. They say Facundo has a house already.	mana, hwakunduta wasiyuhña ninkoqa.
W1.	rich	q"apah
	probably	sina
	It must be. I think they are rather rich.	kanman. as q"apahkunal̄atahčus sina kankupisqa.
W2.	ten	čunka
	cow	waka
	They say Elvira's father gave them ten cows.	eliberahpa tatanqa čunka wakil̄astapuni qoy-kusqa nin.
W1.	Then that way they'll probably live well.	čay hinamantaqa, sumahl̄apičá kawsa-konqanku.

Dialogue Review

J. facundu syertoču kasaranayki?

F. kasarasahpuni ari, q'aya las dyesta.

J. iglesyamantawanču?

F. mana. sibil̄amantarah.

J. kay hina misk"a waynal̄arah kasaray-kuspaqa, č"ika wawasniyohčá usqayl̄api rik"urirparinkičah ari.

F. klaru pwés. qan hina q"el̄aču kanay karqa?
sapa watapi uh wawá ruwasah.

J. uhala a? amatah warmil̄a kačunkučú.

F. warmispis, q"arispis, wawasniyohl̄a kasáh.

J. arí čaypis hinaqa, hina ari. baya, čay ripuni, sumah orapi kačun kasara-kusqayki.

F. čay, husela, agradese-kuyki.

W1. kay kasara-kohkunaqa, tatal̄ankuhpapičá kawsanqanku í?

W2. mana, hwakunduta wasiyuhña ninkoqa.

W1. kanman. as q"apahkunal̄atahčus sina kankupisqa.

W2. eliberahpa tatanqa čunka wakil̄astapuni qoy-kusqa nin.

W1. čay hinamantaqa, sumahl̄apičá kawsa-konqanku.

Grammar

1. The accusative suffix -ta.

Illustrations

sumah kokata čihĪa-kunki.	You will pick good coca.
kačita qoriway.	Please give me salt.
sohta libraĪata munani.	I want six pounds.
čunka wakasta qoway.	Give me ten cows.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

Example: Inst. (candy) munani.

Stud. misk'ita munani.

(school)______________________________řuwanku.

hosé (candy)__________________________munan.

řamuku (coca)_________________________čihĪan.

wawa (marbles)________________________munan.

warmi sohta (pounds)__________________munan.

(eggs)________________________________apamuni.

(salt)________________________________qoway.

p"išqa (pounds)_______________________qoriway.

čunka (eggs)__________________________apay.

(church)______________________________řuwanku.

Drill

Repeat the drill above placing the stress on the last syllable of the substantive which functions are direct object and omit the suffix -ta.

Example: Inst. misk'ita munani.
Stud. misk'í munani.

2. Some uses of the independent suffix -ri.

Illustrations

pay řipusqa. qanrí?	He left. And what about you?
imá sutiykiri?	____________________?
maypitah alohamyentoykiri?	____________________?

Drill

Add -ri to the following questions to make them more polite.

Example: Inst. imá sutiyki?
Stud. imá sutiykiri?

imapáh čay,
pitah čay?
maytá řisqanki?
imatá munanki?
mayk'áh ripunki?

Drill

Make questions out of the following statements.

qan q'aya hamunki.
fakundu kasara-kusan.
haqay k'ulku yan sakabaman řin.
pay kunitan čayáy munan.

wawas eskwelaman řinku.

řamuku sumah piskuta čihl̄anqa.

ašk"a řuntusta warmi apamun.

Drill

Make one sentence out of the following pairs as in the example.

Example: Inst. pay řin. qan řinkiču? (He is going. Are you going?)

Stud. pay řin, qanrí? (He is going. Are you?)

qan q'aya hamunki. pay q'aya hamunču?

fakundu kasara-kusan. qan kasara-kunkiču?

haqay k'ulku yan sakabaman řin. maymán kay yan řin?

pay kunitan čayáy munanču. qan kunitanču čayáy munanki?

wawas eskwelaman řinku. pay eskwelamanču řin?

řamuku sumah piskuta čihl̄anqa. qan sumah piskutaču čihl̄anki?

ašk"a řuntusta warmi apamun. pay ašk"a řuntustaču apamun?

Grammar points

The suffix -ri is an independent suffix (see Unit 2) which sometimes has an interrogative meaning. It is usually accompanied by rising intonation. Its most frequent use is in tag questions. Examples:

walehl̄a, qanri?	Fine. And you?
pay řin, qanri?	He is going. Are you?

3. -ša, continuative.

Illustrations

purišankiču?	Are you walking?

purisqankiču?	Are you walking?
purisankiču?	Are you walking?
maytá rišanki?	Where are you going?
maytá risqanki?	Where are you going?
maytá risanki?	Where are you going?
čay yuritupi yaku q'oñiyki kasqan.	________________
kay dias wal̆pay q"el̆ayasqan.	________________

Drill

Add -ša to the following statements as in the example.

Example: Inst. wal̆pay q"el̆ayan.
Stud. wal̆pay q"el̆ayasqan.

kunan purinki.
kunan yapan.
kunan piskuta kokatawan munani.
kunan eskwela wawasta čihl̆an.
kunan usqayta kutinki.
čaypi buřul̆a kan.
čayta sumah řuwan.

Drill

Repeat the exercise above adding -sqa instead of -ša. The meaning will be the same.

Drill

Repeat the exercise above adding -sa instead of -sqa. The meaning will be the same.

Grammar points

The forms *-ša*, *-sa*, and *-sqa* have exactly the same meaning. For convenience we will refer to them as *ša*, continuative. *-ša* is a modal suffix (see unit 15). It adds a meaning of continuation to the action. Compare:

purinki	you walk
puri-ša-nki	you are walking
řin	he goes
ři-ša-n	he is going

Listening In

fakundo mana q"el̄aču. usqayl̄api tukuy imatá řuwan. ñan kasaranqaña eliberawan. fakundoqa mišk"a waynal̄arah, pero wasiyohña. sumahta elibera čihl̄an, sumahl̄apičá kawsanqa fakunduwan.

Conversations

I.

A. He is getting married "por lo civil".

B. Who?

A. Fakundo.

B. To whom?

A. To Elvira.

B. I think he is still just a young man.

A. Yes, just a young man.

II.

B. They say Fakundo is a house owner.

A. Yes, he has a house in town.

B. I think his father also is rich.

A. Yes, very rich.

III.

B. Is your wife very kind?

A. No, but she is a good woman.

B. Does she know hos to do everything?

A. Yes, she does.

Cochabamba, Bolivia

UNIT SIX

Dialogue

Don Jacinto is an elderly peasant who has previously been introduced to the visitor, an anthropologist. A. Anthropologist. J. Don Jacinto.

A.	Good afternoon Don Jacinto.	bwenas tardes don hasinto.
J.	enter, come in	yaykuy
	Good afternoon sir. Come in, won't you?	bwenas tardes tatáy, yaykurimuy á?
A.	Thank you friend.	grasyas, amigo.
J.	mush, soup	lawa
	Would you like a little soup?	uh č"ika lawitata munariwahču?
A.	Why not?	imaraykú manari.
J.	eat	mik"uy
	We just eat this sir.	kaysituƚata mik"u-kuyku tatáy.
A.	good	kosa
	rather	antis
	But it's quite good.	aswan kosá antis kayqa.

J.	businessman	negosyante
	You must be a businessman.	negosyanteča kawah.
A.	a little	tumpa
	No, I have come just to look around.	mana. q"awareh hamuni tumpata.
	sleep	puñuy
	live	kawsay
	I want to know about you, the things you are used to eating, where you sleep, how you live.	yačay munasani qankunamanta, imastačus mik"u-kúy yačasqaykičahmanta, maypičus puñusqaykičahmanta, imaynapičus kawsasqaykičahmanta.
J.	What is all that for?	imapahtah tukuy čayri?
A.	book	libru
	take out	orq"oy
	In order to bring all this out in a book.	tukuy čaymanta uh librupi orq"onaypah.
J.	shame, humiliate	p'enqay
	being, condition	kay
	tell, inform	wil̄ay
	Will you tell about our shamful condition?	p'enqay kayniykumantapis wil̄al̄ankitahčá?
A.	be ashamed	p'enqači-kuy
	And what should you be ashamed of?	imamantatah p'enqači-kunkičahmanri?

	Lots of people live this way everywhere.	hinal̃apitah tukuynehpipis ašk"a runakuna kawsa-kunku,
J.	poor	wahča
	Knowing about our impoverished condition, they would criticize us.	wahča kayniykumanta yačaspa imaqa, q"awawaykumančá.
A.	help	yanapay
	No, they would help you rather.	mana. antis yanapasunkičahman.
J.	Would it be that way?	hinaču kanman?
A.	Yes, it would be that way indeed.	arí. hinapuni kanman.
J.	like	gustay
	How was that soup? Did you like it?	imaynatah kasqa čay lawa, gustaril̃asorqaču?
A.	Oh! It was really very good.	uh, sumah pača kasqa.
J.	Would you like a little more?	uh č"ikatawan munariwahču?
A.	to have enough	sahsay
	No, no more, I'm full. Thank you very much.	mana, manaña. sahsasqaña kani. anča agradeseyki.
J.	Where are you sleeping tonight?	maypí kunán puñusqankiri?

A.	I don't know yet. Are there any lodgings around here?	mana yačanirahču. alohamyentos tiyankupunitahča kaynehpi.
J.	evening	č'isi
	Would you sleep right here? It is very late.	kayl̃apiña puñu-kuwah čayri anca č'isiñatah ari.
A.	It is, isn't it? Just put me up here then.	arí, í? puñuričil̃iwayña entonses ari.

Dialogue Review

A. bwenas tardes don hasinto.

J. bwenas tardes tatáy, yaykurimuy á?

A. grasyas, amigo.

J. uh č"ika lawitata munariwahču?

A. imaraykú manari.

J. kaysitul̄ata mik"u-kuyku tatáy.

A. aswan kosá antis kayqa.

J. negosyanteča kawah.

A. mana. q"awareh hamuni tumpata.
yačay munasani qankunamanta, imastačus mik"u-kúy
yačasqaykičahmanta, maypičus puñusqaykičahmanta,
imaynapičus kawsasqaykičahmanta.

J. imapahtah tukuy čayri?

A. tukuy čaymanta uh librupi orq"onaypah.

J. p'enqay kayniykumantapis wil̄al̄ankitahčá?

A. imamantatah p'enqači-kunkičahmanri?
hinal̄apitah tukuynehpipis ašk"a runakuna kawsa-kunku.

J. wahča kayniykumanta yačaspa imaqa, q"awawaykumančá.

A. mana. antis yanapasunkičahman.

J. hinaču kanman?

A. arí. hinapuni kanman.

J. imaynatah kasqa čay lawa, gustaril̄asorqaču?

A. uh, sumah pača kasqa.

J. uh č"ikatawan munariwahču?

6.6

A. mana, manaña. sahsasqaña kani. anča agradeseyki.

J. maypí kunán puñusqankiri?

A. mana yačanirahču. alohamyentos tiyankupunitahča kaynehpi.

J. kayl̄apiña puñu-kuwah čayri. anca č'isiñatah ari.

A. arí, í? puñuričil̄awayña entonses ari.

Grammar

1. Personal suffixes with substantives.

Illustrations

alohamyento	lodging
alohamyentoy	my lodging
alohamyentoyki	your lodging
tatan	his (her) father
hamunki alohamyentoyman.	____________________
bwenitul̄aču profesorniyki?	____________________
eliberahpa tatanqa čunka wakil̄astapuni qoy-kusqa nin.	____________________
haku wasinčahman!	Let's go to our house.
řiyku wasiykuman.	We are going to our house.
wahča kayniykumanta yačaspa	____________________
kay kasara-kohkunaqa tatal̄ankuhpapičá kawsanqanku i?	____________________
hal̄paykičahta l̄ank'ankičah?	Are you working your land?

Drill

Make the following substantives refer to the corresponding singular person as in the example.

Example: Inst. wal̄panku. Inst. wal̄pasniyku.

Stud. wal̄pan. Stud. wal̄pasniy.

alohamyentončah.

librunku.

wasiyku.

iglesyaykičah.

wakasninku.

kačinčah.

řuntusniykičah.

kokayku.

Drill

Make the following substantives refer to the corresponding plural person.

pwebloy. (give the exclusive)

eskwelan.

misk'isniyki.

waway. (give the inclusive)

wasisnin.

buřuyki.

Grammar points

The word *substantive* will be used to mean any Quechua word that can add the suffix *-ta*, accusative (see Unit One). Substantives are words like the following:

wasi	house	*sumah*	good
tata	father, sir	*ima*	what
puka	red		

In English the relation between a noun and a possessor is often expressed by a separate word: my house, his father etc. Quechua substantives add *personal suffixes* thus:

	wasi	house
First per. sing.	*wasi-y*	my house
second per. sing.	*wasi-yki*	your house
third per. sing.	*wasi-n*	his (her, its) house
first per. pl. incl.	*wasi-nčah*	our (incl.) house
first per. pl. excl.	*wasi-yku*	our (excl.) house
second per. pl.	*wasi-ykičah*	your (pl.) house
third per. pl.	*wasi-nku*	their house

If a substantive stem ends in a consonant the form *-ni* has to be added before the personal suffixes:

supay	devil	*yan*	road
supay-ni-n	his devil	*yan-ni-y*	my road

Some of the terms used above may need additional explanation. *Second person singular* refers to the person addressed (i.e. the person one is talking to): I am going to *your* house. *Third person* singular refers to whoever or whatever one is talking about: his house, her house, its roof. *First person plural inclusive* refers to the speaker and the addressee: our house incl. means the house which is yours and mine, or yours and ours. For instance, a mother can tell her children *haku wasinčahman* 'Let's go to our house' (incl.). *First person plural exclusive* refers to the speaker and his group and excludes the addressee. The same mother who has taken her children to visit a friend of hers may tell her friend: *řiyku wasiykuman* 'We (i.e. my children and I) are going to our house'. Second person plural refers to two or more persons addressed.

2. The substantive plural suffix plus personal suffixes

Illustrations

buřu	donkey
buřuy	my donkey
buřus	donkeys
buřusniy	my donkeys
yan	road
yanniy	my road
yankuna	roads
yankunay	my roads
profesór	teacher
profesorniy	my teacher
profesores	teachers
profesoresniy	my teachers

Drill

Give the plural of the following substantives.

libru
buřu
bolita
waka
wasi
wal̄pa

Drill

Make the plural substantives above refer to every person.

Grammar points

When a personal suffix is added to a substantive to which the forms -s or -es of the plural suffix have been added, -ni occurs before the personal suffix. Example:

buřu-s-ni-y	my donkeys

buřu is the substantive stem.

-s is the form of the plural suffix which is usually added to substantive stems which end in a vowel.

-ni carries no meaning, but must occur when a personal suffix follows.

-y 1st person sing. form of the personal suffix.

3. Genitive.

Illustrations

eliberahpa tatanqa čunka wakil̄astapuni qoy-kusqa nin.	____________________
kay kasara-kohkunaqa tatal̄ankuhpapičá kawsanqanku í?	____________________
huwampa wasin.	John's house.
q̣ampa kokayki.	Your coca.
tatahpa hal̄p'an.	The father's land.
tatampa hal̄p'an.	His father's land.
eliberah tatan.	Elvira's father.
pehpatá kay.	Whose is this?
pehpatá čay wasi.	Whose house is that?
eliberahpata.	Elvira's.

Drill

Answer the following sets of questions as in the examples.

Example: Inst. pehpatá čay wasi?

Stud. eliberah tatampata čay wasi.

pehpatá čay koka?

pehpatá čay pisko?

pehpatá čay buřu?

pehpatá čay wal̄pa?

Example: Inst. pehpatá kay buřus?

Stud. čay řunahta kay buřus.

pehpatá kay wal̄pas?

pehpatá kay pisku?

pehpatá kay řuntus?

Example: Inst. cayču hosehpa profesornin?

Stud. arí kay weraqoča hosehpa profesornin.

čayču eliberahpa profesornin?

čayču pedrohpa profesornin?

čayču hwampa profesornin?

Example: Inst. čayču qampa wasiyki?

Stud. arí kayqa noqahpa wasiy.

čayču qampa piskuyki?

čayču qampa buřuyki.

čayču qampa wal̄payki?

Drill

Answer the following questions:

pehpatá čay wasi?
pehpatá kay?
čayču hosehpa profesornin?
pehpatá čay buřus?
čay waīpas qampataču?

Grammar points

-hpa is the genitive relational suffix. It indicates that the substantive to which it is added is a possessor:

elibera	Elvira
elibera-hpa	Elvira's
tata	father
tata-hpa	the father's

If a substantive refering to the item possessed occurs in the sentence, a personal suffix is added to it. This suffix agrees in person with the possessor:

noqa	I
noqa-hpa wasi-y	my house
qan	you
qam-pa wasi-yki	your house
pay	he
pay-pa wasi-n	his house
tata-hpa wasi-n	the father's house

The accusative suffix *-ta* and other relational suffixes can occur after the genitive suffix:

elibera-hpa-ta	Elvira's
tata-hpa-pi	At the father's (house)

-ta must occur after the genitive when the possessor alone occurs in a phrase. Compare the following: *warmehpa kamisan* 'the woman's shirt'; *warmehpata* 'the woman's'.

In basic dialogue five there appeared the sentence *kay kasara-kohkunaqa tatal̄ankuhpapičá kawsanqanku í*? *tatal̄ankuhpapičá* can be analyzed as follows:

tata	substantive
-l̄a	indep. suffix (unit 8)
-nku	personal suffix, 3rd. p. pl.
-hpa	genitive
-pi	locative
-čá	indep. suffix (unit 8)

Notice the order of occurrence of the suffixes you have had: personal suffixes occur before relational suffixes; more than one relational suffix can be added to a substantive stem.

4. Some uses of the verb *tiyay*.

Illustrations

iskay wasisniy tiyan.	I have two houses.
huwampata iskay wasisnin tiyan.	John has two houses.
kinsa wawasniyku tiyan.	We have three children.

Drill

Substitute the suggested person reference making the necessary changes.

noqahpata iskay waĪpasniy tiyan.

qampata

hwampata

qamkunahpata

kaserospata

Grammar points

The verb tiyay means 'to sit', 'to exist', or 'to be'. Possession may be expressed with a substantive inflected for person and the verb tiyay in the third person singular, thus:

wasi-y tiyan	I have a house (Lit. My house exists)
wasi-yki tiyan	you have a house
wasi-n tiyan	he has a house
wasi-nčah tiyan	we (incl.) have a house
wasi-yku tiyan	we (excl.) have a house
wasi-ykičah tiyan	you (pl.) have a house
wasi-nku tiyan	they have a house

5. Other relational suffixes: -pi, -pah, -manta, -rayku, -wan.

Illustrations

aš"a wawasču tiyan eskwelaykipi? ____________________

maypitah alohamyentoykiri? ____________________

čay yuritupi yaku q'oñiyki kasqan.	________
usqayl̄api kuterqampoh řisah.	________
tukuy ima kaypi tiyan sumah baratul̄api.	________
imapitah čurasah?	Where shall I put it?
imapahtah tukuy čayri?	________
kay buřus kokata apanankupah.	These donkeys are for carrying coca.
maymantá hamunki?	Where are you from?
iglisyamantawanču?	________
mana, sibill̄amantarah.	________
maypičus puñusqaykičahmanta?	________
čahra řunasmanta yačayta munani.	I want to know about peasants.
imaraykú manari.	________
bolitaswan puhl̄áy yačankiču?	________

Drill

Answer the following questions:

imapí čurasah yaku q'oñita?

kaseroykipahču kay wal̄pa?

pipahtah mik"unata apamunki?

maypi koká tiyan?

kay sumah weraqoča tokomantaču hamun?

tatan nisqanraykuču mana řin?

baratupiču kači kasqan?

qel̄amantaču čay hinal̄ata řuwan?

anča wayna kasqanrayku mana kasaranču?

kačitaču apamusan wasiykipah?

bolitaswan puhl̄áy yačankiču?

Grammar points

The relational suffixes *-ta* and *-man* were introduced in Unit One. The relational suffixes are the following:

-manta	ablative	from, since
-pah	purposive	for, in order to
-rayku	causal	because of, on account of
-hpa	genitive	of
-man	allative	to, toward
-pi	locative	in, ~~on~~, at
-ta	accusative	(direct object and other uses)
-wan	instrumental	with

The first four are mutually exclusive. That is, if one of them occurs none of the others can occur. *-hpa* may be followed by *-man*, *-pi*, and *-ta*; *-ta* may be followed by *-wan*.

A relational suffix marks a relationship between the substantive to whcih it is added and the verb or another substantive. The meaning of the relationals are roughly glossed above. They are very frequent in Quechua.

The order of those suffixes occurring with substantives on which you have been drilled can now be reviewed. It is the following:

1	2	3	4
plural suffix	*-ni*	personal suffixes	relational suffixes

Examples:

wasi-pah	for the house
wasi-y-pah	for my house
wasi-s-ni-y-pah	for my houses
wasi-s-ni-yku-pah	for our houses
yan-man	to the road
yan-ni-yki-man	to your road
hwam-pa-ta	John's
hwam-pa-ta-wan	with John's
warme-h-pa-ta-pi	at the woman's

Listening-In

čahra řunasmanta yačáy munaspa, uh weraqoča tapuspa, tukuy imata q"awaspa, čahrata purin. yačayta munan čahra mik"unasmanta, imaynapičus čahra řunas kawsasqankumanta, maypičus puñusqankumanta. tukuy čay tapusqanmanta, puriy-kačah řuna, uh librupi wil̄anqa kasqa wah řunas yačanankupah.

Conversations

I.

A. What are you eating?

B. A little "lawa" only sir.

A. Give me a little.

B. Here it is. Do eat.

II.

A. Do you want to sleep here?

B. Why not?

A. Do you want to eat?

B. No, I am full.

III.

A. I am going to the city.

B. Come in, why are you going away (walking like that)?

A. What will you give me?

B. Hot water with pisco.

Cochabamba, Bolivia

UNIT SEVEN

Dialogue

Agusti is still at work in his corn field. A friend comes by for him and they both walk home. F. Agusti's friend. A. Agusti.

F.	Hi! Say!	ole
	Say, Augusto!	ole, agusti.
	finish	tukuy
	Haven't you finished yet?	manaráh tukusanki?
A.	now	kunan
	Except for this little bit. I'll go right now.	kay tumpital̄aña. kunitan řipusah.
F,	let's go	haku
	Say!, Listen!	oye
	late; afternoon	tarde
	Come on. It's getting late.	hakul̄aña oye, tardeyamusanña.
A.	Alright then, come on, let's go.	čay ari, haku řipuna.
	be left over	pučuy
	I'll finish what is left tomorrow.	kay pučohtaqa, q'ayal̄aña tukusah.

F.	Yes, chum.	arí, oye.
	work, build	l̄ank'ay
	What do you work like that for?	imapáh čay hiná l̄ank'anki?
	corn	sara
	beautiful	k'ača
	Your corn is just beautiful.	saritaykipis k'ačital̄aqa.
A.	lie	l̄ul̄ay
	Aren't you lying?	maná l̄ul̄a-kusqanki?
F.	What should I lie for?	imapáh l̄ul̄a-kusahri?
A.	Your corn is pretty good too.	qampa saraykipis čay kosal̄aqa.
F.	Yes, I think everybody's corn is pretty good.	arí. tukuypa sarampis kosal̄učus sina.
A.	same	kikin
	Say, not quite. And it is not the same for everybody.	manatah oye, nitah tukuypahpis kikil̄anču.
	For instance Don Santiago is saying: It isn't producing good corn for me this year.	don santyagupis mana sumah saraču kunan watapi qosqawan, nisqanqa.
F.	he	pay
	He will always say that.	pay hinal̄atapuni nenqa ari.

Dialogue Review

F. ole, agusti.

manaráh tukusanki?

A. kay tumpital̃aña. kunitan řipusah.

F. hakul̃aña oye, tardeyamusanña.

A. čay ari, haku řipuna.

kay pučohtaqa, q'ayal̃aña tukusah.

F. arí, oye.

imapáh čay hiná l̃ank'anki?

saritaykipis k'ačital̃aqa.

A. maná l̃ul̃a-kusqanki?

F. imapáh l̃ul̃a-kusahri?

A. qampa saraykipis čay kosal̃aqa.

F. arí. tukuypa sarampis kosal̃učus sina.

A. manatah oye, nitah tukuypahpis kikil̃anču.

don santyagupis mana sumah saraču kunan watapi qosqawan nisqanqa.

F. pay hinal̃atapuni nenqa ari.

Grammar

1. Indefinite-Interrogatives.

Illustrations

imá čay?	What is that?
imátah čay?	What is that?
imá sutiykiri?	And what is your name?
imatá ninki?	What do you say?
imamán řisanki?	What are you going for?
imatá munanki?	What do you want?
imapáh munanki?	What do you want it for?
imapí munanki?	In what do you want it?
imawán munanki?	With what do you want it?
imatawán munanki?	What else do you want?
imaynal̄a kanki?	How are you?
imarayku hamunki?	Why did you come?

maytatah řin kay k'ul̄ku yan?	
maytá řisanki?	Where are you going?
maymán řisanki?	Where are you going?
may tatay?	Where is my father? What about my father?
maypí tatay?	Where is my father?
maypitah alohamyentoykiri?	

mayk'áh řinki?	When are you going?

mašk"a buřuswan řisah?	
mašk"á balen?	How much is it?
mašk"atá munanki?	How much do you want?

mayqentá munanki?	Which one do you want?
pi čay?	Who is that?
pi čaykuna?	Who are those people?
piwan kasaran?	Whom is he marrying?

Drill

Ask at least two questions about the following statements using the question words illustrated above.

Example: Inst. kay yan tokoman řin
Stud. mayqen yantah tokoman řin?
maymán kay yan řin?

1. kay weraqoča pweblonman sumah yanta řisqan.
2. kay yan sakabaman řin.
3. haqay kasero kačita sumah baratul̄api qon.
4. řamuku yaku q'oñita uh yuritupi munan.
5. řamuku řuntusta čihl̄anqa kačitatah apamonqa.
6. wawa bolitaswan puhl̄an eskwelapi.
7. kaseru čunka řuntusta kunampi benden.
8. tatan nisqanrayku řamuku tawa buřuswan pwebloman řin.
9. čay waraqoča yačayta munan mašk"a wawasčus eskwelapi tiyan.
10. ašk"ata profesór tapun.

Grammar points

The Indefinite-interrogatives are:

ima	what
may	where
pi	who

imayna	how
mayqen	which
mayk'ah	when (also hayk'ah)
mašk"a	how much, how many

These words are substantives which are frequently used to ask questions. When they are used this way they add the suffix -tah (which alternates with stress) and not the suffix -ču which is normally added when asking questions (see Unit One).

Compare:

kay yanču řin tokoman?	Does that road go to Toco?
maymantah (maymán) řin kay yan?	Where does this road go to?

When an indefinite-interrogative modifies a substantive the suffix -tah is added to the substantive.

Example:

mašk"a bolitastah?	how many marbles?

2. First and second person with verbs. Review of personal suffixes with verbs. Personal pronouns.

Illustrations

noqa yaykuyta q"el̄a-kusqani	I don't feel like going in.
qan sohta řuntusta apa-kunki.	You take six eggs with you.
pay kačiwan yapan.	He (she) gives extra salt.
noqančah sarata apančah.	We (incl.) take corn.
noqayku buřuspi apayku.	We (excl.) take it on the donkeys.
qankuna eskwelaman řinkičah.	You (pl.) go to school.
paykuna yampi puhl̄anku.	They play on the road.

Drill

Give the plural as in the example.

Example: Inst. qan eskwelaman řinki.

Stud. qankuna eskwelaman řinkičah.

1. noqa kačani. (Give the inclusive)
2. pay l̆ul̆a-kun.
3. qan l̆ank'anki.
4. noqa p'enqa-kuni. (Give the inclusive)
5. noqa kasarani. (Give the exclusive)
6. qan bweno kanki.
7. t'antá řuwan.

Drill

Substitute the suggested subjects and make the necessary changes.

1. noqa usqayta l̀ank'ani.

   fakundu

   qan

   noqayku

   paykuna

2. pay ašk"ata q'epin.

   warmi

   noqa

   noqančah

   qankuna

Drill

Answer the following questions:

1. imatá munankičah?
2. pitah sarata apan?
3. imatá ruwančah?
4. yakutaču uhyanki?
5. puriytaču q"eĪa-kusqanku?
6. sumah řunasču kanki?
7. sumahtaču purini?
8. sarataču kargan?
9. usqaytaču hamusqanku?
10. mayqentah yuruta apan?
11. noqaykuču piskuta kutičiyku?
12. sumah q"eĪaču kani?

Grammar points

The first, second, and third person singular and the third person plural of the verbs were drilled and discussed in Units One and Two. Personal suffixes have also been used with substantives (Unit Six). Personal suffixes are added to substantives and to verbs. Their form differs slightly in the first and second person singular. So far you have used all persons with substantives and with the simple form of the verb as follows:

Substantive		Verb	
wasi	house	Iank'a-	work

Singular

1st	wasi-y	my house	Īank'ani	I work
2nd	wasi-yki	your house	Īank'anki	you work
3rd	wasi-n	his, her, its house	Īank'an	he,she works

Plural

1st incl.	wasi-nčah	our house	Īank'ančah	we work
1st excl.	wasi-yku	our house	lank'ayku	we work
2nd	wasi-ykičah	your (pl.) house	Īank'ankičah	you (pl) wor
3rd	wasi-nku	their house	Īank'anku	they work

Remember that a simple conjugated form of the verb such as Īank'a-ni 'I work' is indifferent as to time and be used to refer to the present, the past, or the future.

The personal pronouns are:

noqa	I
qan	you
pay	he, she
noqančah	we (incl.)
noqayku	we (excl.)
qankuna	you (pl.)
paykuna	they

3. Agentive suffix -h.

Illustrations

kay pučohtaqa q'ayaĪaña tukusah. ____________________

usqayĪapi kuterqampoh řisah. ____________________

kay kasara-kohkunaqa. ____________________

q"awareh hamuni tumpata. ____________________

Drill

Give the plural agentive of the following as in the example.

Example: Inst. kasara-kuy

Stud. kasara-kohkuna.

1. tapuy
2. yačay
3. uhyay
4. wil̃ay
5. pučuy
6. kasara-kuy
7. řipuy
8. q"awariy
9. hamuy
10. řuway

Grammar points

The agentive suffix -h is added to a verb stem to form an agentive substantive meaning one who performs whatever is denoted by the verb: tapuy 'ask', tapoh 'one who asks'; yačay 'know', yačah 'one who knows'.

Drill

Make one sentence out of the two which are given, as in the example.

Example: Inst. tumpata q"awani. hamuni

Stud. q"awah hamuni tumpata.

1. hamuni. wasita řikuni
2. čayamun. ašk"ata l̃ank'ani.
3. řin. lawata mik"un.
4. hamuyku. sarata tarpuyku.
5. řiyku. payta p'ampayku.

6. řini. koká čihl̄ani.

7. hamun. čahra kawsayta q"awan.

Grammar points

The construction drilled above is very frequent in Quechua. It expresses purpose. The verb in the main clause is usually a verb of motion. The actor in the dependent clause is the same as that in the main clause:

I come to look.	q"awah hamuni.
He comes in order to work.	l̄ank'ah hamun.

These sentences could be translated literally thus: 'I come as one who looks', 'He comes as one who works'.

Listening-In

kunan watapi tukuypa saran sumahl̄ata qosqan. čahraspi řunasqa sumahta l̄ank'anku. tukuy diyas tardenehpi uh řuna wah řunasman l̄ank'ayninmanta wil̄an. tukuytah ninku sumahl̄a kay watapi saras kasqanku čahraspi, nispa.

Conversations

I.

A. What are you working on?

B. I want to build a house.

A. Quickly, quickly, it is getting late.

B. Yes, I will build quickly.

II.

A. Is it producing good coca this year?

B. Yes.

A. Help me. (give help)

B. O.K.

A. Work quickly.

B. Yes. I will work.

Cochabamba, Bolivia

UNIT EIGHT

Dialogue

Conversation between an anthropologist and a peasant. A. Anthropologist. P. Peasant.

A.	priest	kura
	Say, is there a priest around here?	oye. tata kura tiyanču kaynehpi?
P.	holiday	fyesta
	arrive	čayay
	No, he only comes for the holidays.	mana, fyestasl̄apah čayamun.
A.	authority	awtoridád
	What kind of government officials are there here?	ima awtoridadestah kaypi tiyanku?
P.	constable	intendente
	mayor	alkalde
	judge	hwes
	Constable, mayor, and I think there is also a judge.	intendente, alkalde, hwespis tiyanl̄antahčus sina.
A.	put	čuray
	Do you put the government officials into office?	qankunaču awtoridadés čurankičah?

P.	government	gobyernu
	send	kačay
	What an idea! The government sends them.	maymanta á, gobyernu kačamun.
A.	Don't you put any government officials into office?	manaču ni pi awtoridadtapuni čurankičah?
P.	I've already told you, haven't I?	mana niykiñaqa?
A.	long time	unay
	stop, stand	sayay
	How long do the government officials stay?	mašk"a unaytá awtoridades sayanku?
P.	wish	munasqa
	only its wish	munasqal̃anta
	Well, as long as the government wishes.	gobyernoh munasqal̃anta ari.
A.	I wonder why?	imaraykuču í?
P.	top	pata
	appointment	nombramyento
	Because the appointment comes from above probably.	patamanta nombramyento hamusqanraykučari.

A.	go away	řipuy
	And if they go, is it only because they want to?	munaynil̃ankumanta, řipunku čayri?
P.	Probably not. Why should they be leaving!	manačá. imatá řupusanqankuri?
A.	Why do they like to be government officials then?	imaraykučus awtoridadesl̃a kayta munankupis í?
P.	respect	řespetay
	to make oneself be respected	řespetariči-kuy
	Well, they want to be respected.	řespetariči-kúy munankutah ari.
A.	Are they all like that?	tukuyču hina kanku?
P.	perhaps, almost	ñaq"as ~ ñaq"á
	including all	tukuynintin
	Almost all.	ñaq"a sina, tukuynintin.
A.	Would you like to be an official?	qanri awtoridád kayta munawahču?
P.	Probably not.	manačá.
A	smoke	pitay
	Would you like to smoke?	pitaríy munawahču?

P.	Fine, We'll smoke then.	hina pitay-kurinapis ari.
A.	Why wouldn't you like to be a government official?	imaraykutah mana awtoridád kayta munawahču?
P.	hate	čehniy
	to make oneself be hated	čehniči-kuy
	What for? To be hated?	imapáh čayri? čehniči-kunal̃apah.
A.	Well, why?	imarayku á?
P.	thief	suwa
	envy	embidya
	One is envied, called a thief.	embidya-kuwančah, suwa niwančahtah.
	That is why I don't like it.	čayrayku mana gustawanču.
	sown field	tarpu
	I am better off in my field.	tarpul̃aypi aswan sumahta ka-kuni.
A.	reason	řasón
	You are right.	řasonniyki tiyan.

8.5

Dialogue Review

A. oye. tata kura tiyanču kaynehpi?

P. mana, fyestasl̄apah čayamun.

A. ima awtoridadestah kaypi tiyanku?

P. intendente, alkalde, hwespis tiyanl̄antahčus sina.

A. qankunaču awtoridadés čurankičah?

P. maymanta á, gobyernu kačamun.

A. manaču ni pi awtoridadtapuni čurankičah?

P. mana niykiñaqa?

A. mašk"a unaytá awtoridades sayanku?

P. gobyernoh munasqal̄anta ari.

A. imaraykuču í?

P. patamanta nombramyento hamusqanraykučari.

A. munaynil̄ankumanta, řipunku čayri?

P. manačá.
imatá řipusanqankuri?

A. imaraykučus awtoridadesl̄a kayta munankupis í?

P. řespetariči-kúy munankutah ari.

A. tukuyču hina kanku?

P. ñaq'a sina, tukuynintin.

A. qanri awtoridád kayta munawahču?

P. manačá.

A. pitaríy munawahču?

P. hina pitay-kurinapis ari.

A. imaraykutah mana awtoridád kayta munawahču?

8.6

P. imapáh čayri? čehniči-kunal̄apah.

A. imarayku á?

P. embidya-kuwančah, suwa niwančahtah.
čayrayku mana gustawanču.
taṛpul̄aypi aswan sumahta ka-kuni.

A. řasọnniyki tiyan.

Grammar

1. Some independent suffixes: -qa, -l̄a, -ña.

Illustrations

kay pučohtaqa q'ayal̄aña tukusah. ____________________

qampa saraykipis čay kosal̄aqa. ____________________

saritaykipis k'ačital̄aqa. ____________________

q'ayal̄aña tukusah. ____________________

kay tumpital̄aña. ____________________

kaysitul̄ata mik"u-kuyku tatáy. ____________________

walehl̄a tatáy. ____________________

řil̄ayña. ____________________

anča č'isiñatah ari. ____________________

uhya-kul̄ayña. ____________________

ašk"aña q'epinay. ____________________

Drill

Add -qa to the topic which in the following sentences coincides with the subject.

1. kayta tataypah řuwasani.
2. wawa eskwelaman řin.
3. pay řipun.
4. wal̄pa řuntuta čuran.
5. negosyante kačita čuran
6. mamayki q"awasqan.

Grammar points

The term independent suffix was introduced in Unit Two where the suffix -ču was drilled. Independent suffixes occur with verbs, substantives, and particles. They are the only suffixes which occur with particles. Example: manarah 'not yet'.

When they occur with substantives their position is after that of the relational suffixes, except for the suffix -Īa whose position will be mentioned later. With verbs, they occur after personal suffixes. More will be said about the relative position of theses suffixes.

-qa is an independent suffix which marks the topic of the sentence.

Drill

Answer with an imperative using -Īa, which will soften the expression, and -ña meaning 'now'.

Example: Inst. uhyasahču?

Stud: uhyaĪayña.

1. řipusahču?
2. Īank'asahču?
3. orqosahču?
4. tukusahču?
5. mikʰusahču?
6. kačasahču?
7. Īohsisahču?

2. Other independent suffixes: -pis, -puni, -rah, -čá, -čus.

Illustrations

saritaykipis k'ačitaĪaqa.	____________________
intendente, alkalde hwespis tiyaĪantahčus sina.	____________________
negosyantepis hamunčá.	The businessman has probably come too.
kasarasahpuni ari, q'aya las dyesta.	____________________

manaču ni pi awtoridadtapuni čurankičah.	
qampuni wil̄anki.	You indeed informed him.
manaráh tukusanki.	
mana yačanirahču.	
arí karurah.	
kay kasara-kohkunaqa tatal̄ankuhpapičá kawsanqanku ĺ?	
čay hinamantaqa sumahl̄apičá kawsa-konqanku.	
negosyantečá kawah.	
as q"apahkunal̄antahčus sina kankupisqa.	
imaynapičus kawsasqaykičahmanta.	
maypičus kasampis.	I wonder where he could be.

Drill

Answer with a negative imperative and the suffix -rah as in the example.

Example: Inst. řuwasahču?

Stud. ama řuwayrahču.

1. l̄an k'asahču?
2. pitasahču?
3. yaykusahču?
4. tukusahču?
5. q'episahču?

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (you too)________________ čayankičá.
2. (last night too)________________ puñunčá.
3. (him too)________________ orq"ončá.
4. (by that road indeed)________________ řinki.
5. (well indeed)________________ kanki.
6. (soup indeed)________________ munani.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (I wonder how)________________ l̃ula-kun.
2. (I wonder who)________________ kačan.
3. (I wonder what)________________ tarpun.
4. (probably he himself)________________ sina.
5. (probably that way)________________kanqa.
6. (probably him)________________ munanqa.
7. (probably soup)________________mik"un.

Grammar points

Independent suffixes.

-l̃a is translated 'only, just'. It is added for politeness.

-ña means 'now, already'.

-pis is usually translated 'also'.

-puni is emphatic, it is usually translated 'always'.

-rah may be translated 'yet, still, first'.

Validational independent suffixes.

-ču, -čá, and -čus are validational suffixes. They belong in a set of five suffixes which indicate whether what is said is considered factual or not by the speaker. They are mutually exclusive and are also mutually exclusive with the topic marker.

-ču is negative or interrogative (see Unit Two).

-čus expresses doubt.

-čá also expresses doubt, but suggests that something may be true.

-sis (or *-sá*), reportive, is seldom used. Example: *qosal̃aysis* 'my husband, they said'.

-min (or *-n*), factual, is more frequent. It indicates certainty on the part of the speaker. The form *-n* occurs only after vowels; *-min* occurs after both consonants and vowels.

The relative position of occurrence of the indepenedent suffixes is summarized in the following chart.

1	2-3	4	5	6
-ña	*-tah* *-puni*	*-pis*	*-čus*	*-ri*
-rah	(*-puni* *-tah*)		*-čá*	
			-ču	
			-sis	
			-min	
			5-6	
			-qa	

Be sure you recognize the independent suffixes which have been drilled thus far: *-ña*, *-rah*, *-puni*, *-pis*, *-ču*, *-čá*, *-čus*,

-ri, and -qa.

Listening-In

mana kaynehpi tata kura tiyanču. alkalde, hwes intendentewan tiyanku. tukuy kay awtoridadesta gobyerno čuramun, ni pi awtoridadta řunakuna čuraykuču. tukuy awtoridadesl̄a kayta munanku, ñaq"as respetarayku q"apah kayraykučus. aman aswanta kaymanta wil̄aykiču, pitari-kuna antis.

Conversations

I

A. Ramón I would like to ask you something.

B. What?

A. Is there a priest around here.

B. Yes, he arrives for the fiesta.

II

A. The government appoints the authorities in town.

B. What authorities?

A. The constable, mayor and judge.

B. That is good.

III.

A. Sir, are you an authority?

B. Yes, I am a constable.

A. I came to inform you, sir.

B. Come in, inform me.

Cochabamba, Bolivia

UNIT NINE

Dialogue

Doña Presenta's death. Our anthropologist and a native friend go to the funeral. A. Anthropologist. F. A friend.

A.	bell	kampana
	cry	waqay
	I wonder why those bells are ringing?	imaraykučus čay kampanas waqa-kusanku i?
	who	pi
	die	wañuy
	Perhaps someone has died.	ñaq"as pipis wañupunman karqa.
F.	perhaps, maybe	iča
	sickness, get sick	onqoy
	Maybe Doña Presenta. She was very sick.	iča doña presenta. sumah onqosqañatah kasarqa.
A.	I	noqa
	Yes I also heard that she was very sick.	arí noqapis yačarqani sumah onqosqa kasqanmanta.
F.	to inquire	taporqoriy
	I'll go find out.	řisah taporqorimusah.

A.	run	kořey
	Go ahead, won't you?	kořey, á?
F.	It was indeed Doña Presenta.	doña presentapuni kasqa.
A.	Who told you?	pi wil̃asorqa?
F.	husband	qosa
	Her husband himself.	kikin qosan.
A.	when	mayk'ah ~ hayk'ah
	When was it that she died?	mayk'ahñá wañupusqa?
F.	yesterday	qayna
	bury	p'ampay
	Yesterday. They say they will bury her today.	qaynapiñatah. kunan p'ampa-konqa kasqa.
A.	Let's go look, I will go too.	haku q"awarimuna noqawanñatah a?
F.	Let's go then. They are going to bury her.	haku a? p'ampahña apasanku.
	Should we go?	řisunmanču?
A.	read	leey
	Who is the one reading that book?	pitah čaylibrú leehri?

F.	I think it is the priest.	tata kurá sinaqa.
A.	that over there	haqay
	black	yana
	And those over there who are dressed in black?	haqay yana kamal̄a kahkunari?
F.	blood	yawar
	fellow	masi
	mourning	lutu
	Her relatives in mourning.	lutul̄isqa yawarmasisnin.
A.	sadness	p"utiy
	to begin crying	waqari-kuy
	It makes me sad. They are crying in such a way!	p"uti-kuni oye. čay hinatá waqari-kusqankoqa.
F.	child	huč'uy
	They don't cry that way for the little ones.	mana huč'uysitusmantaqa hiná waqankuču.
A.	For what little ones?	ima huč'uysitusmanta?
F.	angel	anhel
	Well, for the little angels.	anhelitusmanta a?
A.	And what are little angels?	imatah anhelitusri?

F.	sin, fault	huča
	Those who die without sin.	mana hučitasniyoh wañorqapohkuna ari.
A.	sadness	Īaki
	Don't they usually get sad about the little children?	manaču wasitasmantá Īaki-kúy yačanku?
F.	heaven	syelo
	straight, correct	čeqan
	saying	nispa
	They say they go straight to heaven and that is why they don't cry.	syelo čeqanta řipunku nispá ninkoqa, čayraykutah ma waqankuču.
A.	dance	tusuy
	Is it true that when the little ones die they dance?	čeqaču, huč'uysitus wañohtinku tusúy yačanku?
F.	some	wakin
	Some do. We are getting to the cemetery.	wakinkuna, čayasančahña p'ampay wasiman.
A.	corpse	aya
	box	kahón
	Where did they have that coffin made?	maypitah čay aya kahonta řuwačerqanku?
F	carpenter's shop	karpintería
	Well, at the carpenter's shop.	karpinteryapi, a?

A.	kneel	qonqoriy
	pray	řesay
	Let's kneel. They are praying for the soul.	qonqori-kuna. almapah řesapusanku.
F.	They are burying her.	p'ampay-kapusqanku.
A.	hand	maki
	earth	hal̆p'a
	throw	hič'ay
	Why are those men throwing in earth with their hands?	imaraykutah makinkumanta hal̆p'á hič'asqanku čay řunakunari?
F.	custom	kostumbre
	think	yuyay
	remember	yuyariy
	That is the custom. They send remembrances to their dead.	hinapuni kostumbre. wañusqasninkuman yuyariyninkuta apači-kunku.

9.6

Dialogue Review

A. imaraykučus čay kampanas waqa-kusanku i?
ñaq"as pipis wañupunman karqa.

F. iča doña presenta. sumah onqosqa kasarqa.

A. arí noqapis yačarqani sumah onqosqa kasqanmanta.

F. řisah taporqorimusah.

A. kořey, a?

F. doña presentapuni kasqa.

A. pi wil̄asorqa?

F. kikin qosan.

A. mayk'ahñá wañupusqa?

F. qaynapiñatah. kunan p'ampa-konqa kasqa.

A. haku q"awarimuna noqawanñatah a?

F. haku a? p'ampahña apasanku.
řisunmanču?

A. pitah čay librú leehri?

F. tata kurá sinaqa.

A. haqay yana kamal̄a kahkunari?

F. lutul̄isqa yawarmasisnin.

A. p"uti-kuni oye. čay hinatá waqari-kusqankoqa.

F. mana huč'uysitusmantaqa hiná waqankuču.

A. ima huč'uysitusmanta?

F. anhelitusmanta a?

A. imatah anhelitusri?

F. mana hučitasniyoh wañorqapohkuna ari.

A. manaču wawitasmanta l̃aki-kúy yačanku?

F. syelo čeqanta řipunku nispá ninkoqa, čayraykutah ma waqankuču.

A. čeqaču, huč'uysitus wañohtinku, tusúy yačanku?

F. wakinkuna, čayasančahña p'ampay wasiman.

A. maypitah čay aya kahonta řuwačerqanku?

F. karpinteryapi a?

A. qonqori-kuna. almapah řesapusanku.

F. p'ampay-kapusqanku.

A. imaraykutah makinkumanta halṕ'á hičasqanku čay řunakunari?

F. hinapuni kostumbre. wañusqasninkuman yuyariyninkuta apači-kunku.

Grammar

1. The relational suffix -wan and the suffix -yoh.

Illustrations

bolitaswan puhl̄áy yačankiču?	____________________
mašk"a buřuswán řisah?	____________________
maná řuṇtusta apamorqanki kokawan truweykay-kusunman?	____________________
imatawán munankî?	____________________
kokawan piskuwan ančapi kanku.	Coca and pisco are expensive.
uh řuna pedro sutiyoh wañupun.	A man named Peter died.
mana hučitasniyoh wañorqapohkuna ari.	____________________
warmispis, q"arispis, wawasniyohl̄a kasáh.	____________________
intendente sutiyohpis řipusqa.	The so-called constable left.

Drill

Translate the items given in parenthesis using the suffix -yoh.

1. (The donkeys without a load)________________hamun.
2. (With salt) tata______________čayamun.
3. (With six eggs) ______________warmi hamun.

Drill

Translate the items given in parenthesis using the suffix -wan.

1. (With his child)________________řin eskwelaman.

2. (For pisco)________________sarata truwekan.
3. (The constable and the priest)________________lohsinku.
4. (With salt)________________čayamun.
5. (With six eggs)________________warmi hamun.

Grammar points

-wan is a relational suffix meaning roughly 'with': buřuswan 'with donkeys'. It also serves to mark additive constructions as in kokawan piskuwan (ačapi kanku) 'coca and pisco'. It is then translated 'and'.

-yoh is a derivational suffix. It derives substantives from substantives and indicates possession: trigu 'wheat': triguyoh 'someone who owns wheat'; wasi 'house': wasiyoh 'landlord'. It is very frequently used with the substantive suti 'name' to indicate someone's name: uh řuna, pedro sutiyoh 'a man named Peter'.

2. The independent suffix -tah

Illustrations

sumah koká čihl̄a-kunki,
sumah piskutatah. ________________________

intendente, alkalde, hwespis
tiyal̄antahčus sina. ________________________

sumah onqosqañatah kasarqa. ________________________

Drill

Translate the items in parenthesis in order to complete the sentences below.

1. (and that way)________________wañupusqa.

2. (and the father)________________wawa, warmi,__________ onqoy-kunku.

3. (and the mayor) q"aris, warmis________________řinku.

4. (and salt) papa, sara,________________tuku-kunkuña.

Grammar points

-tah is an independent suffix often translated 'and'. It links words, phrases, or whole sentences.

It is also used with indefinite-interrogatives with an interrogative function (see Unit Seven).

3. The independent suffix -pis to express indefiniteness.

Illustrations

pahtán imaykitapis suwači-kuwahtah.	________________
warmispis q"arispis wawasniyohl̃a kasáh.	________________
imal̃apis.	Anything.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (anything)________________apamuy.
2. (any corn)________________apay.
3. (anyone)________________řiyčah.
4. (anywhere)________________řiy.
5. (any time)________________hamuy.

4. Review of some suffixes occurring with substantives.

Drill

Add the plural suffix:

1. tatal̄aypah.
2. pweblol̄ankuman.
3. hal̄pal̄aykupi.
4. tarpul̄ančahpi.
5. bolital̄aykiwan.

Drill

Remove -l̄a from the plural forms above and make the necessary changes. Then give the singular.

Grammar points

The suffix -l̄a follows -rayku: wasiraykul̄a 'only on account of the house'; otherwise its position is after -ni and before the personal suffixes: wasi-s-ni-l̄a-y-pah 'only for my houses'.

The chart below summarizes the relative position of occurrence of the suffixes which occur with substantive stems.

Suffixes occurring with substantives

1	2	3	4	5	6
Plural			Personal suffx.	Relationals	Indep. suffx.
-kuna	-ni	-l̄a	-y	-hpa	
			-yki	-man	
			-n	-manta	
			-nčah	-pah	
			-yku	-pi	
			-ykičah	-ta	
			-nku	-rayku	
				-wan	

5. Review questions.

1. imá sutiyki?
2. eskwelaman řinkiču?
3. maymantá hamusanki?
4. imaraykú kaypi kanki?
5. q"ešuwata yačankiču?
6. yačayta munankiču?
7. maypí tatayki?
8. maypitah profesorniy?
9. mayqentah kasarasqan?
10. mašk"atah tiyan, wil̄away?
11. imatá řuwanki pučohkunawan?
12. pitah q'aya tokoman řin?
13. imapáh kay?
14. karurahču wasin?
15. karpinteriyapiču l̄ank'asanku?
16. l̄ul̄a-kusanču?
17. wawasniykipis kamusankuču?
18. alkaldečá?
19. hwesču kayta munan?
20. doña presentah qosan wañunču?
21. pitah awtoridadesta čurán l̄ahtančahpi?
22. kunan č'isiču negosyante augustoh wasimpi puñonqa?
23. ašk"a librustaču apamusankičah?
24. imapitah řuwasah?
25. ašk"ataču tapuni?

Listening-In

kampanas waqa-kusqanku, doña presenta wañupusqa. p'ampah apasqanku p'ampay wasiman. qaynapiñatah wañupusqa, kunan p'ampah apasanku aya kahompi. yanakamal̄a yawar masisnin purisqanku waqaspa. mana huč'uysitus wañontinku řunakuna waqankuču. anhelitus kaspa huč'uysitus siyelo čeqanta řipunku.

Conversations

I.

A. Who are they carrying?

B. Doña Presenta died, they are going to bury her.

A. Who told you?

B. A relative of hers.

II.

A. Why are the bells ringing?

B. A man died, that is why.

A. Who was that?

B. A young fellow named Oscar.

III.

A. Five men are travelling.

B. Where to?

A. From Tarata to Toco.

B. What are they going for?

A. A relative died, they are going to bury him.

Cochabamba, Bolivia

UNIT TEN

Dialogue

Mario Sánchez, a visitor from Huánuco, meets a man along the road and helps him carry his bundles. S. Mario Sánchez. N. Native man.

S.	day	día
	friend	amigo
	Good morning friend.	bwenos días amigo.
N.	Good morning.	bwenos días.
S.	accompany	akompañay
	Let's keep each other company.	akompañanari-kuna.
N.	name	suti
	What's your name?	imá sutiykí?
S.	Mario Sanchez.	maryo sančes.
N.	Where are you from?	maymantá kanki?
S.	Huánuco	wánuku
	From Huánuco.	wanukumanta.

N.	What is it you came to do?	imatá ruwah hamorqanki?
S.	travel	puriy-kačay
	I'm just travelling around.	puriy-kačari-kusqaľani.
N.	send over here	kačamuy
	The government must have sent you.	gobyernočá kačamusunki.
S.	No, I travel on my own.	mana. noqaľamantapuni puriy-kačari-kusqani.
N.	How far will you go?	maykamá řinki?
S.	I'm not going any place, I'm really only travelling around.	mana ni maymampis risqaniču puriy-kačari-kusqaľanipuni.
	field	čahra
	I like this country life.	kay čahra kawsay gustariwan.
N.	town	ľahta
	That's the way it is, and I like the city.	ahanapuni. noqatatah ľahta.
S.	smoke	pitay
	Would you like to smoke?	pitari-kúy munawahču?

N.	well	pwés
	ok, ready	yastá
	Ok, then.	yastá pwés.
S.	And you must be going to your field.	qanri, čahraykimančá řisqanki.
N.	Yes, to my field.	arí, čahrayman.
S.	Is it still far?	karupirahču?
N.	to turn	muyuy
	corner, turn	muyuykuna
	No, just after that turn.	mana. čay muyuykunal̄apiña.
S.	stretch, carry bundles	aysay
	help carry	aysay-siy
	I'll help you carry that.	aysay-sirisayki.
N	be able	atiy
	If you can, help me carry them then.	atispá, aysay-siriwaypis a?

10.4

Dialogue Review

S. bwenos días amigo.

N. bwenos días.

S. akompañanari-kuna.

N. imá sutiykí?

S. maryo sančes.

N. maymantá kanki?

S. wanukumanta.

N. imatá řuwah hamorqanki?

S. puriy-kačari-kusqal̄ani.

N. gobyernočá kačamusunki.

S. mana. noqal̄amantapuni, puriy-kačari-kusqani.

N. maykamá řinki?

S. mana ni maymampis řisqaniču, puriy-kačari-kusqal̄anipuni.
kay čahra kawsay gustariwan.

N. ahanapuni. noqatatah l̄ahta.

S. pitari-kúy munawahču?

N. yastá pwés.

S. qanri, čahraykimančá řisqanki.

N. arí, čahrayman.

S. karupirahču?

N. mana. čay muyuykunal̄apiña.

S. aysay-sirisayki.

N. atispá, aysay-siriwaypis a?

Grammar

1. Past definite tense.

Illustrations

maná řuntusta apamorqanki.	________________
sumah onqosqañatah kasarqa.	________________
arí noqapis yačarqani.	________________
imatá řuwah hamorqanki?	________________
noqayku qayna q"el̄ayarqayku.	We loafed yesterday.
noqančah qayna watapi tukorqančah.	We finished last year.
qankuna baratul̄api qorqankičah.	You sold cheaply.
qayna watamantaña karqanku.	They've been there for a year.

Drill

The following statements may refer to the present. Make them refer to the past.

1. hwan kasaran.
2. wayna q"el̄ayan.
3. ašk"a sarata q"epinku.
4. mana sumahpiču kawsani.
5. qankuna qonqori-kunkičah.
6. uh čahra warmi řuwan lawata.
7. karutaña purinku.
8. čayl̄apipuni sayanki.
9. hinal̄apipuni kawsan.
10. pil̄atačus muyumpis.

Drill

Substitute the suggested subjects and make the necessary changes.

1. qankuna bařatul̄api qorqankičah.

   qan

   noqa

řamuku

noqančah

2. *noqančah* qayna watapi tukorqančah.

noqayku

kay řuna

qankuna

3. *karutaña* purerqanku.

(pay)

(qankuna)

(noqančah)

(pedro)

Drill

Answer the following questions.

1. pitah wañuporqa?
2. pitah antropologoman wil̄arqa?
3, ašk"a řunaču karqa čaypi?
4. pitah don santyago karqa?
5. imatá řuwah hamorqa?
6. pitah kačarqa?
7. maymantah řisarqa čay řuna?
8. imatá don santyago nerqa?
9. pitah qayna wata kasararqa?
10. fyestaman řerqankiču?

Grammar points

When the form *-rqa* is added to a verb stem, the verb refers to the past.

-n does not occur after *-rqa*. All other personal suffixes occur after this form.

Examples of the past definite of the verb *l̄ank'a-y* 'to work'.

l̄ank'a-rqa-ni	l̄ank'a-rqa-yku
l̄ank'a-rqa-nki	l̄ank'a-rqa-nkičah
l̄ank'a-rqa	l̄ank'a-rqa-nku
l̄ank'a-rqa-nčah	

2. Future.

Illustrations

usqayl̄ata řisah.	I'll go quickly.
sumáh q"awa-kunki waway.	______________________
qaya qal̄arenqa l̄ank'ayta.	He will begin work tomorrow.
haku q"awamusunčah.	Come on, let's go look!
qaya l̄ank'asqayku.	We will work tomorrow.
sumáh q"awa-kunkičah wawasniy.	Take good care of yourselves, children.
kay kasara-kohkunaqa tatal̄ankuhpapičá kawasanqanku i?	______________________

Drill

Substitute the suggested subjects.

1. usqayl̄ata řisah.

   (pedro)

   (qan)

   (qankuna)

   (noqayku)

2. qaya qal̄arenqa l̄ank'ayta.

   (noqa)

   (pay)

   (noqančah)

3. qaya l̄ank'asqayku.

(paykuna)

(hulika)

(noqa)

Grammar points

There are no special forms for the second person in the future. Example of the verb apa-y 'take' follow.

apa-sah	apa-sunčah
apa-nki	apa-sqayku
apa-nqa	apa-nkičah
	apa-nqanku

Listening-In

maryo sančes sutiy, mana gobyernoču kačamuwan, noqal̄amanta puriy-kačari-kusqani. mana ni maymampis řisqaniču, q"awahl̄a hamuni. kay čahra kawsay gustawan, yankunasta, pitari-kuspa puriy-kačay. haqay řuna čahranmančá řisan, aysay-sirimusah paywan parlarisah.

Conversations

I.

A. How are you sir?

B. Fine, and you?

A. I am fine too.

B. Are you going to your field too?

A. Yes, let's keep each other company.

II.

A. What did you come for? Does the government send you?

B. The government doesn't send me, I come by myself.

A. Are you coming from the city to the country?

B. Yes, I'm coming from the town to look at the country.

III.

A. Are you Don Mario Sánchez?

B. Yes, I am. What would you like? (What do you say?)

A. I've come to inquire about the people of Huánuco.

B. So come in; you will know about those people.

Cochabamba, Bolivia

UNIT ELEVEN

Dialogue

A husband comes home to eat. H. Husband. J. Julie, his wife.

H.	hunger	Īarq"ey
	serve food	qaray
	serve food (intensive, polite, in the direction of the speaker)	qaray-kurimuy
	I am starving to death Julie. Would you serve me please?	Īarq"eymán wañusqaniña hulikay, qaray-kurimuĪawankimanña.
	Is the food ready?	yastañaču mik"unayki?
J.	Right this minute, just a second.	kunitan, kunitan. uh č"ikitaĪaña.
H.	hurry	apuray
	lady, mama	mama
	Hurry then.	apuray-kuriy a, mamáy.
J.	Have you already sown the field?	ñaču tarpuyta tukorqankiña?
H.	How am I going to finish by myself?	maymantá sapaĪay tukusahri?
J.	week	semana
	Lazy man! I think you've been at it a week!	a q"eĪa řuna. semanatаña sina čayĪapipuni ka-kusqankeqa.

H.	Well, I cannot finish such a big thing.	čay hina hatuntaqa mana tukuy atiṇiču ari.
J.	boy	l̃oqal̃a
	meet	tinkuy
	Did you meet the boys?	l̃oqal̃aswan tinkorqaṇkiču?
H.	see	řikuy
	I haven't even seen them.	ma řikul̃anipisču.
J.	overtake	taripay
	They tried to catch up with you.	taripah hamusunkoqa.
H.	play	puhl̃ay
	They must be playing nearby.	čaynehpičá puhl̃a-kusanku.
J.	Come in, the food is ready.	yaykumul̃ayña, yastaña mik"una.
H.	potato	papa
	cook	wayk'uy
	I think you've only cooked potatoes.	papasl̃atá sina wayk'uy-kusqankeqa.
J.	broth	kaldu
	There, with broth.	čay kalduyohqa.

H.	Give a little more please Julie. We working men eat a lot.	tumpatawan qoriway hulikita. l̄ank'ah řunakunaqa ašk"itata. mik"u-kuyku.
J.	swallow	oqoy
	glutton	oqolón
	Oh you! You are a glutton whether you work or not.	ayh. qanqa. l̄ank'aypis amapis anča oqolón kanki.
H.	Well, one works well that way.	čaywampuni sumáh l̄ank'ančah ari.

Dialogue Review

H. l̄arq"eymán wañusqaniña hulikay, qaray-kurimul̄awankimanña. yastañaču mik"unayki?

J. kunitan, kunitan. uh č"ikital̄aña.

H. apuray-kuriy a,mamáy.

J. ñaču tarpuyta tukorqankiña?

H. maymantá sapal̄ay tukusahri?

J. a q"el̄a řuna. semanatañа sina čayl̄apipuni ka-kusqankeqa.

H. čay hina hatuntaqa mana tukuy atiniču ari.

J. l̄oqal̄aswan tinkorqankiču,

H. ma řikul̄anipisču.

J. taripah hamusunkoqa.

H. čaynehpičá puhl̄a-kusanku.

J. yaykumul̄ayña, yastaña mik"una.

H. papasl̄atá sina wayk'uy-kusqankeqa.

J. čay kalduyohqa.

H. tumpatawan qoriway hulikita. l̄ank'ah řunakunaqa ašk"itata. mik"u-kuyku.

J. ayh. qanqa. l̄ank'aypis amapis anča oqolón kanki.

H. čaywampuni sumáh l̄ank'ančah ari.

Grammar

1. The reciprocal modal suffix -na.

Illustrations

akompañanari-kuna.	________________
q'apinari-kunal̄apis ari.	Let's shake hands.
muč'ana-kusqankú sinaqa.	It seems they are kissing.
maqana-kunku.	They fight.

Drill

Give the third person plural reciprocal as in the example.

Example: Inst. maqay.
Stud. maqana-kunku.

1. q"away
2. munay
3. q'epiy
4. yanapay
5. muč'ay
6. maqay
7. akompañay

Grammar points

There are twelve modal suffixes in Cochabamba Quechua. These are suffixes which occur with verb stems and which modify their meaning. Several modals (as many as four have been observed) can occur in the same word. They have a fixed position of occurrence relative to one another. As a set, their position is after the verb stem and before the personal suffixes, suffixes which can be word final, such as -rqa, past definite, and the suffixes -ču and -hti which will be discussed later (Unit Sixteen and Unit Seventeen).

The modal -ša, continuative, was presented in Unit Five.

-na is reciprocal modal suffix. It always occurs followed by -ku, but the modal -ri, inceptive, can occur between the two:

maqa-y	punish, hurt
maqa-na-ku-y	fight
maqa-ni	I punish
maqa-na-ku-ni	I fight
akompaña-nku	they accompany
akompaña-na-ku-nku	they accompany each other
akompaña-na-ri-ku-nku	they begin to accompany each other

2. The modal suffix -mu.

Illustrations

řuntús apani.	I take eggs.
řuntús apamuni.	I bring eggs.
gobyerno hwesta čay pwebloman kačan.	The government sends the judge to that town.
gobyerno hwesta kay pwebloman kačamun.	The government sends the to this town.
čay řunas čahrapi l̄ank'anku.	Those men worked.
čay řunas čahrapi l̄ank'amunku.	Those men went to work.
čay wañusqa řunata řikuni.	I saw the dead man.
čay wañusqa řunata řikumuni.	I went to see the dead man.

Drill

Translate the items given in parenthesis to complete the sentences below.

1. (I am going to ask)________________čay řunata.
2. (Let's go look)________________čay mayuta.
3. (I'm going to work) tumpatawan________________.
4. (go back)________________wasiykiman.
5. (come back)________________usqayta.
6. (go in)________________haqayman.
7. (come in)________________kaserito.
8. (he got here) qayna________________kayman.

Grammar points

-mu is a modal suffix which express direction of movements. With verbs of motion such as *apay* 'take', *kačay* 'send', *-mu* indicates motion toward the speaker:

řuntusta apa-ni	I take eggs
řuntusta apa-mu-ni	I bring eggs (i.e. I move them in this direction)

This use is very frequent with verbs referring to natural phenomena such as raining: *para-mu-n* 'it rains. *hamu-y* 'come' is an instance of a verb which is always used with this form.

With other verbs *-mu* indicates motion away from the speaker; it is usually translated 'to go...'.

l̄ank'a-ni	I work
l̄ank'a-mu-ni	I go to work

-mu has the variant form *m* before the modal suffix *pu*.

3. The modal suffix *-pu*.

Illustrations

almapah řesapusanku. ________________

paypah řuwapuni.	I did it for him.
pipahčus l̄ank'apun.	I wonder who it is he is working for.

Drill

Answer the following using the suffix -pu.

1. gobyernopahču l̄ank'apun?
2. pipahta l̄ank'apun?
3. wasiyohpahču tarpupun?
4. mamapahču řuwapun?
5. wasitaču řuwapun?
6. ašk"ataču oq"aripun?
7. imaraykú mana řuwapunču?

Grammar points

The modal suffix -pu indicates that the action is performed for someone other than the actor:

apa-mu-sah	I will bring
apa-m-pu-sah	I will bring for him
řesa-sa-nku	They are praying
řesa-pu-sa-nku	They are praying for someone

4. The causative modal suffix -či.

Illustrations

řespetariči-kuy munankutah ari.	____________________
čehniči-kunal̄apah.	____________________
wañusqaninkuman yuyariyninkuta apači-kunku.	____________________
puñuričil̄awayña entonses ari.	____________________

Drill

Translate the items in parenthesis in order to complete

the sentences below.

1. (had... picked up) wasiyoh sarata____________
2. (has... made) mana wasita______________
3. (had... sow) paypah čay řunaswan________
4. (has... eat) sumahl̄ata wawasnín_________
5. (has... brought) buřuspi kačita____________

Grammar points

The causative modal -či indicates that the actor causes something to be done.

wañu-n	he dies
wañu-či-n	he kills
l̄ank'a-ni	I work
l̄ank'a-či-ni	I have him work, I cause him to work, etc.

Listening-In

ñan tarpuyta tukuspaña, čahra řuna wasinman rin. čaynehpi l̄oqal̄as puhl̄a-kusanku. paytah mik"unata apuračenqa warmiwan. sumah mik"unata ašk"a papayohta mik"unku čahrapi l̄ank"ah řunakunaqa. tumpatawan qoriway, nispa kay řunapis. hulita warminmanta tumpatawan mik"uná qoči-kusqan.

Conversations

I.

A. Come on, I'm starving.

B. Have you already finished planting?

A. I cannot finish all by myself.

B. Well come on, you will come back quickly.

II.

A. Get going lazy man (Just walk).

B. I am waiting for the kids.

A. Get going, I will send you the kids now.

B. Yes, it's getting late,

III.

A. Come in, you will eat potatoes.

B. Haven't you cooked a nice soup?

A. No, there are only potatoes for today (now).

B. Ok. then, thank you very much.

Cochabamba, Bolivia

UNIT TWELVE

Dialogue

Pascual and Macedonio, two peasants, say hello and talk about the sickness in Pascual's family. M. Macedonio. P. Pascual.

M.	Say, how are things? (what do you say?)	oye, ima ninkitah?
P.	So, so. (Here we are) How are you?	kaypi kasančah. imaynal̄á kankiri.
M.	I'm fine. And you?	walehl̄a, qanrí?
P.	I'm fine too, but at home they are a little sick.	arí noqapis walehl̄a. wasil̄aypi ari, onqorayasanku.
M.	What do they have?	imayóh kankuri.
P.	sweat	hump'iy
	head	uma
	feel	syentey
	finish oneself	tuku-kuy
	have a headache	umata syentey
	I wonder what it is. They are sweating a lot and they have headaches.	imayohčus kankupis. hump'iyl̄api tuku-kusqankuña. umankutatah syentenku.

M.	Say, I'm sorry. I'll come this very afternoon.	l̃aki-kuni oyes, kunan tarde pača hamurisqaykičah.
P.	Come, then.	hamuriy á?
M.	Won't you work now?	kunán manačá l̃ank'ankiču?
P.	Why not?	imayná manari?
M.	your work	l̃ank'anayki
	there is work one has to work	l̃ank'ana kahtin
	If you have to work, why do you go that way?	l̃ank'anayki kahtinri, imaraykú čayninta řipusqankiri?
P.	Gosh!	a karáy.
	go crazy, be confused, be dizzy	musp"ay
	I'm confused.	musp"asqaña kani.
	I'm going around thinking about my family.	wasiy yuyayl̃a purisqani.
M.	That's the way it is.	hinapuni oye.

Grammar

1. The personal suffixes *-yki* and *-ykičah* with verbs.

Illustrations

čayta astawan qosqayki.	________________
agradeseyki.	________________
mana niykiñaqa.	________________
kunan tarde pača hamurisqaykičah.	________________
qayna rikorqaykičah.	I saw you yesterday.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. anča______________(I ask you).
2. ašk"a misk'ita______________(I give you).
3. ašk"a papata______________(I bring you).
4. ___________(I bring you pl.) kokata piskutawan.
5. papata saratawan______________(I pick for you pl.)
6. kačiwan______________(I give you pl. extra).

Grammar points

The forms *-yki* and *-ykičah* which mean 'your' when added to substantives (*wasi-yki* 'your house', *wasi-ykičah* 'your [pl.] house') have a different meaning when added to verbs: they indicate that the actor is the 1st person singular and the object or recipient of the action is 2nd p. sing. or pl. Thus:

agradeseyki	I thank you	*qoykičah*	I give you (pl.)
qoyki	I give you		

2. Some uses of the suffixes -wa and -su.

Illustrations

qan q"awapuwanki tarpuyta.	You will watch my field for me.
qan mik"učiwarqanki.	You fed me.
qankuna kačawankičah l̄ahtaman.	You send me to the city.
qankuna hamučiwankičah.	You make me come.
mana sumah saraču kunan watapi qosqawan.	____________________
arí sumahl̄atačus sina kunan watapi qoy-kuwan.	____________________
sapa kutil̄a paykuna mančayta maqawanku.	They punish me hard each time.
paykuna čihl̄awanku.	They had me choose it.
sumahta paykuna yanapasunku.	They are helping you well.
taripah hamusunkoqa.	____________________
noqayku qanta mandasuyku.	We command you.
noqayku qanta tokoman kačasurqayku.	We sent you to Toco.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. qan wasirayku__________(you pay me).
2. wasita__________(you build for me).
3. qan p"išqa libra kokata__________(you give me).
4. qankuna__________(you [pl.] tell me) maypičus qan kasqanta.
5. __________(you [pl.] give me) uh č"ika kalduta.
6. qankuna tokoman__________(you [pl.] take me).

7. gobyerno kayman____________(sends me).
8. pedro čahrata____________(work for me).
9. warmi wasita____________(watches for me).
10. buřuta____________(they give me).
11. uh wal̄pata____________(they sell me).
12. čahrata____________(they take care of me).
13. paykuna kargayta____________(they help you).
14. čahraykita____________(they sow for you).
15. q"el̄a____________(they call you).

Grammar points

The suffixes -wa, first person, and -su, second person, refer to the object. But when followed by certain suffixes they indicate that what follows is the object. -wa has this indicating function when followed by -nčah, 1st p. pl. incl., and -yku 1st p. pl. excl. -su has this indicating function when followed by -nki, 2nd p., and -nkičah, 2nd p. pl. A form containing -wa or -su in this indicating function, does not in itself specify the actor. A table of possible meanings is given below.

	Actor	Object
-wančah	3rd p. sing.	1st p. pl. incl.
	3rd p. pl.	
-wayku	2nd p. sing.	1st p. pl. excl.
	2nd p. pl.	
	3rd p. sing	
	3rd p. pl.	

-sunki	3rd p. sing.	2nd p. sing.
-sunkičah	3rd p. sing. 3rd p. pl.	2nd p. pl.

In the exercise above -wa did not occur followed by -nčah or -yku and -su did not occur followed by -nki or -nkičah, but they referred to the object and the personal suffix occurring after -wa or -su referred to the subject. A table with the meaning of such combinations of suffixes follows

	Actor	Object
-wanki	2nd p. sing.	1st p. sing.
-wankičah	2nd p. pl.	1st p. sing.
-wan	3rd p. sing.	1st p. sing.
-wanku	3rd p. pl.	1st p. sing.
-sunku	3rd p. pl.	2nd p. sing.
-suyku	1st p. pl. excl.	2nd p. pl.

-suyku is not as frequent as the other combinations.

Examples:

qowanki	You give me
qowankičah	You (pl.) give me
qowan	He gives me
qowanku	They give me
qosunku	They give you
qosuyku	We give you
qowančah	He gives us, they give us
qowayku	You sing. or (pl.) give us. He gives us, they give us.
qosunski	He gives you
qosunkičah	He gives you (pl.), they give you (pl.)

Most of the combinations of suffixes that can refer to the object have now been introduced. You may have noticed that the pattern is not complete. How does one say 'We sell a cow to you (pl.)'? A periphrastic for (i.e. expressed with a phrase) is preferred:

noqayku	qankunaman	wakata	bendeyku
we (excl.)	to you (pl.)	cow (acc.)	we (excl.) sell

There is no suffix for third person object. 'I sell a cow to him' would be wakata bendeni or payman wakata bendeni if one wants to be more explicit.

3. Other uses of the suffixes -wa and -su

Illustrations

suwa niwančahtah.	______________________
paykuna usqayl̄api hamučiwasqayku.	They are making us come quickly.
mamay wayk'upuwayku noqaykupah.	My mother cooks for us.
q"awawaykimančá.	______________________
qan yanapawarqayku.	You helped us.
qankuna hamučiwarqayku.	You (pl.) made us come.
gobyernočá kačamusunki.	______________________
pay mik"učisunki kunampi.	She will feed you today.
mana, antis yanapasunkičahman.	_________ _____________
pay pagapusunkičah kunan sabadupi.	He will pay you this Saturday.

Drill

Translate the English items in parenthesis in order to complete

the senteces below.

1. pay_____________(let us know) alehah wañuyninmanta.
2. čay warmi, wawasta_____________(watched for us).
3. paykuna pwebloman_____________(brought us).
4. uh č"ika lawata_____________(you give us).
5. papata_____________(you[pl.] give us).
6. buřusta_____________(they load for us).
7. tarpuyta_____________(he helps us).
8. kunan wata, sumah sarata_____________(it is producing for you).
9. pay q"eĩa_____________(he is calling you).
10. gobyerno alkaldemanta_____________(appointed you).
11. paykuna_____________(are waiting for you [pl.]).
12. paykuna qankunata wusa_____________(calling you [pl.]).
13. paykuna mik"unta_____________(feeding you [pl]).

4. Review questions.

Answer logically the questions that follow each of the following statements.

1. noqa qoyki karga papata.
    a) pitah uh karga papayta qosunki?
    b) imatá qoyki?
    c) karga papata qoykiču?
2. qankunata qayna řikorqaykičah.
    a) qankunata qaynaču řikorqaykičah?
    b) pikunatatah qayna řikorqani?
    c) mayk'ah řikorqaykičah?

3. qan q"awapuwanki tarpuyta.

    a) qanču čahrá q"awapuwanki?

    b) pitah čahrá q"awapuwan?

    c) imatá q"awapuwanki?

4. mamay wayk'upuwayku noqaykupah.

    a) pitah wayk'upuwayku?

    b) pipahtah mamayku wayk'un?

    c) mamaykuču wayk'upuwayku?

5. yanapawan čahrapi.

    a) pitah čahrapi yanapawan?

    b) huwanču yanapasunki čahrapi?

    c) yanapawanču huwán čahrapi?

6. tatayki mik"učisunki kunampi.

    a) tataykiču mk"učisunki?

    b) pitah mik"učisunki?

    c) pitatah tatayki mik"učin?

7. pay pagapusunkičah sabaduta.

    a) mayk'ahtah pay pagasunkičah?

    b) payču sabaduta pagasunkičan?

    c) sabadutaču pagasunkičah?

8. paykuna usqayl̄api hamučiwasqančah.

    a) pitah usqayta hamučiwasqančah?

    b) usqaytaču hamučiwasqančah?

    c) pikunatatah usqayta hamučisqanku?

9. noqayku qanta mandasuyku.

    a) pikunatah mandasuyku?

- b) noqaykuču mandasuyku?
- c) pitatah mandayku?

10. sapa kutil̄a paykuna maqawanku.
    - a) pikunatah maqawanku?
    - b) paykunaču maqawanku?
    - c) pitatah paykuna maqanku?
11. sumahta paykuna yanapasunku.
    - a) pitatah paykuna yanapanku?
    - b) paykuna yanapasunkuču?
    - c) pikunatah yanapasunku?

Listening-In

imayohčus kankupis wasiypeqa. umal̄ankuta syentespa hump'iyl̄api tuku-kusqankuña. manan walehču čay onqonankoqa. yuyayniyta činkačiwan, musp"ačiytan munawan. wasiy yuyayl̄a purispa, nih l̄ank'aytapis atiniñaču.

ñaq"á sina kunan tarde mana l̄ank'asahču. mana q"el̄amantaču mančay hatun l̄akiyman yaykuni imayohčus kankupis wasiypi. hump'iyl̄api tukusqankuña. maná sina kay yantaču řinay. wasiy yuyayl̄a kawsaspa, mana yačaniñaču maynintačus purinayta.

Conversations

I.

A. Listen sir, are you from Toco?

B. Yes I'm from Toco, I'm coming from there

A. Do you know Don Juan Quispi?

B. No, I don't know him, maybe that other gentleman does.

II.

A. Has that young fellow gotten married?

B. Yes, he married civilly.

A. That lazy man! How will he live?

B. It seems that his parents are pretty rich.

III.

A. Did you come to watch everyone?

B. Yes I will report about everythinge

A. Even about the poor and humble people?

B. Yes, about everyone.

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